R E P O R T R E S U M E S

ED 018 482 UD 004 739

"PREAMBLE," PROJECT TO ENRICH, AMPLIFY, MOBILIZE, BROADEN, AND LEVITATE EDUCATION.

WAYNE COUNTY BOARD OF EDUCATION, GOLDSBORO, N.C.

PUB DATE 66

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DESCRIPTORS- *SUPPLEMENTARY EDUCATIONAL CENTERS, *TEACHER IMPROVEMENT, *ENRICHMENT PROGRAMS, *PROGRAM PLANNING, COMMUNICATION SKILLS, INSERVICE TEACHER EDUCATION, EDUCATIONALLY DISADVANTAGED, RURAL AREAS, ELEMENTARY SCHOOL CHILDREN, READING CENTERS, PRESCHOOL CHILDREN, SPECIAL SERVICES, PROGRAM BUDGETING, *PROJECT APPLICATIONS, WAYNE COUNTY, NORTH CAROLINA, ESEA TITLE 3, PREAMBLE

THIS DOCUMENT IS THE ENTIRE APPLICATION FOR A FEDERAL GRANT UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, TO FINANCE THE ESTABLISHMENT, OPERATION, AND MAINTENANCE OF A SUPPLEMENTARY EDUCATIONAL CENTER. THE PROPOSED PROJECT IS DIRECTED TOWARD PROVIDING INDIVIDUAL ENRICHMENT EXPERIENCES FOR STUDENTS, TEACHERS, AND ADULTS IN A RURAL NORTH CAROLINA AREA. THE FIRST PRIORITY OF THE PROJECT, HOWEVER, IS SELF-IMPROVEMENT OF TEACHERS. THE VARIOUS SECTIONS OF THE APPLICATION INCLUDE GENERAL DATA, AN ABSTRACT OF THE PROJECT PROPOSAL AND INFORMATION ON PLANNING ASPECTS AND OPERATIONAL FEATURES. ALSO INCLUDED ARE SECTIONS DEALING WITH THE QUALIFICATIONS OF THE PROFESSIONAL STAFF, THE PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN, EVALUATIVE PROCEDURES AND MEASURES, AND A PROJECT BUDGET. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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04739

ED018482

"PREAMBLE"

PROJECT TO ENRICH, AMPLIFY, MOBILIZE, BROADEN, AND LEVITATE EDUCATION

Title III

Elementary and Secondary

Education Act

UD 004 739

Supplementary Centers
And Services Program

Wayne County Board of Education
Goldsboro, North Carolina

"The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every ten students in the fifth grade will not even finish high school and that is a waste we cannot afford."[1]

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1. John F. Kennedy. State of the Union Message to Congress, 1963. Taken from The School Dropout, Daniel Schrieber (ed.), National Education Association.

PREFACE

The staff of Project PREAMBLE, (Project to Enrich, Amplify, Mobilise, Broaden, and Levitate Education) has been operating under Planning Grant- O E G -2-6-000361-0322, to prepare for the establishment of a Supplementary Educational Center and Services.[1] The Supplementary Educational Center and Services Staff have been received with enthusiasm by classroom teachers, parents, lay citizens, university and college officials, the regional educational laboratory (LINC) and other cultural agencies.

After a careful analysis of curriculum experiences for students in the Wayne County area, the PREAMBLE Staff, consultants and advisory committees have established as the first priority the self-improvement of teachers. The PREAMBLE Staff believes that innovations begin with people rather than things; therefore, one of the major objectives is to create an atmosphere which is conducive to change.

As data were gathered and interpreted it was evident that a "preventive" program was necessary, if the disadvantaged child were to overcome limitations and inarticulatenesses. It was apparent from the data that Wayne County students were weaker in the communication skills such as reading, speaking, and listening. A sampling of the teachers revealed a lack of competencies on the part of many teachers regarding full utilization of contemporary methodologies, techniques, and materials.

A questionnaire also revealed that most Wayne County teachers attended public schools in Eastern North Carolina, received their college education

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1. See addendum 4.

at teacher institutions in Eastern North Carolina, and came back to teach in Eastern North Carolina schools which are inadequately financed.[1] The questionnaire also revealed that teachers were eager to participate in a self-improvement program; however, their major concern was how to implement new techniques and methodologies.

A perpetual self-improvement program in the communicative skills and a systematic integration of education technology into the instructional program will improve learning experiences for the students of Wayne County.

The PREAMBLE Staff reached a decision early in the planning stages to use a "broken front" approach to the educational problem. It was evident that Title III was not intended for a massive attack; therefore, it was determined that the program should be designed primarily for pre-school and elementary school students, in preparing these students for imppoved academic potential in later years.

This exemplary project will better educate, train, and cultivate the minds of the youngsters of Wayne County and promote a cohesive atmosphere between schools and communities served by providing active participation and involvement between students, teachers, parents, lay citizens and professionals.

The objectives set forth in this project will be carried out with steadfast planning and as accurately as possible. The director will have the prerogative of alternating plans if and when the need arises. These objectives include an accurate scholarly assessment of the needs of this area for a supplementary educational center and services.

Many experimental educational programs now in existence were studied and compared on their merit after looking at the existing educational program in Wayne County with a scrutinizing and scholarly eye. The need for a cooperative

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1. See appendix 28 for graphical illustrations. Sample is of teachers employed at Seven Springs School located in the Wayne County Administrative Unit. However, results would be fairly representative.

and comprehensive educational center and services to perpetuate individual enrichment experiences for students, teachers, and adults of this area was clearly visualized.

The use of the Center was planned carefully with the objectives of the proposed project clearly in mind.

It should be pointed out that many innovations have already been implemented in the Wayne County Administrative Unit as a direct result of the planning grant. Many of the ideas and suggestions have been integrated into the instructional program without additional cost.

If this proposal is funded it will greatly assist in the immediate implementation of innovations that will take many years to provide from state and local financial allocations. The PREAMBLE Staff is aware of the possible interpretation by the reviewing committee, that many of the prescribed services could be accomplished through Title I of the Elementary and Secondary Education Act. However, Title I is restricted to the "poorest of the poor," and in an economically deprived locality such as exists in the Wayne County area, priorities must be established. In more affluent school communities services considered necessities are considered luxuries in the Wayne County Unit. Health services and remedial and emergency "stop-gap" measures must be implemented as first priorities under Title I. Per capita income for Wayne County in 1962 was $1,472.[1] The median family income in Wayne County is $3,022 and only 4.4 per cent of the population receive incomes in excess of $10,000.[2] As a result of these statistics it is easy to see that economically deprived and educationally disadvantaged children are present in every rural Eastern North Carolina School.

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1. J. Everette Miller. (Assistant State Superintendent of North Carolina) Pres. made at East Duplin High School (March, 1966). North Carolina District Five School Boards Association (Mimeographed)

2. "General Social and Economic Characteristics of North Carolina," U.S. Census of Population: 1960. Final Report P C (1)-35C. 160.

This proposal, though developmental and preventative in scope will include limited remedial services, will not be restricted to any particular student or any particular school. The PREAMBLE program will encompass all elementary schools of the Wayne County Administrative Unit. Certain aspects of the program will include Goldsboro and Fremont City Schools. The pre-school readiness program will be conducted in low rent housing districts of Goldsboro and Fremont, and isolated rural areas of Wayne County.

The PREAMBLE Staff after a thorough evaluation, believe that all children of the Wayne County schools are, to some extent, educationally disadvantaged. Educational disadvantagement is interpreted to mean a lack of enriching educational experiences, normally provided by more affluent local educational agencies.

The proposed operational program financed by Title III funds, places considerable emphasis on the demonstration and dissemination of research oriented activities. A close relationship will be established between universities and colleges within the area. The director of Title III will be research and program oriented, and work closely with Ralph McCallister, director of The Learning Institute of North Carolina.[1] L I N C will perhaps be phased into the Mid-South Regional Educational Laboratory with final approval from the United States Office of Education.

This proposal if implemented will render great assistance in the diffusion of educational research into practice. The research on diffusion of new educational practices has been tied to Paul Mort and his concept of innovations.[2]

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1. See appendix 13.

2. Paul R. Mort and Francis G. Cornell. American Schools in Transition. New York: Teachers College, Columbia University, (1941), 53.

> On the average, it takes seven times as long for the first ten per cent of diffusion as for the second, third, fourth, or fifth ten per cent. From these charts, we may infer that it will take a half-century for the average adaption to diffuse completely; it takes a third of a century after three per cent of the districts have made the introduction. Frequently there has been a long period of preparatory work in a community before the adaption step is taken.

Mort's work was completed in 1941 and does not take into consideration the launching of Sputnik I in October, 1957. Brickell, after taking an inventory of instructional innovations in schools in New York State, indicates that innovations doubled within fifteen months following Sputnik.[1]

The accelerated rate of change and consideration of change in educational practices that have occurred within the past ten years indicate something more than the usual meliorism is at work in American Schools. However, it has been pointed out that innovations and improvements are obviously more prevalent in economically affluent communities. The result is that the <u>gauge between</u> the economically deprived school and the school for the affluent continues to increase.

In the schools of modern America, we have discovered that children from "urban slums" and isolated rural areas cannot compete with the children from homes of the upward mobile middle-class citizens. The causative factors are not always lack of innate talent or ability. The "built-in" curriculum of the typical middle-class home provides their children with a head start when entering the public schools.

The PREAMBLE Staff...believes that, as a result of increased innovations, teachers and laymen should be involved constantly in the planning.[2]

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1. Henry M. Brickell. <u>Organizing New York State for Educational Change</u>, Albany, New York: State Educational Department, (1961), 18.

2. See Harold Howe, "Needed a New Breed of Professionals," <u>Education U.S.A.</u>, (July 20, 1966), 207.

The staff also believes that the use of part-time highly qualified personnel will bring enriching cultural experiences to children by utilizing available community personnel. These art, music and related certificated personnel are available and enthusiastically awaiting the time when they can resume their teaching duties on a part-time basis. These teachers cannot accept employment full-time because of family responsibilities, but are highly desirous of part-time employment. There is a critical shortgage of art and music teachers in Eastern North Carolina and the use of part-time personnel will help alleviate this situation.[1]

It is possible that many of the proposed services could be made available from local, state and national sources other than Title III. However, a minimum lapse of five years will be necessary. With the momentum gained from the implementation of Title III the lapse of time will be reduced, and local initiative will be increased.

> "Schools everywhere are looking for points of leverage which will help them use education as a means to move large numbers of people without hope and without future into the mainstream of society which has left them behind. General attacks on the problems of poverty will include efforts for the improvement of the teaching of reading at the elementary level."[2]

The PREAMBLE Staff believes that improved reading, speaking, listening, and writing skills in the formative years of life is the first step toward providing the tools for self-improvement. It would be an erroneous assumption to say that the planning has terminated as we submit this proposal.

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1. Ibid.

2. Harold Howe. "Increasing Demands for Education Cited." Durham Morning Herald. (July 31, 1964), 8-B.

Only a determination of a place to start has been decided. However, we believe the program should be flexible and allow for expansion or deletions as determined by the PREAMBLE Director and his advisors.

As the reader evaluates this proposal he should remain cognizant of two distinct handicaps perpetually experienced by teachers of Eastern North Carolina:

1. They are attuned to Eastern North Carolina dialect and do not recognize many weaknesses in reading, speaking, writing, and listening.
2. Experiences have been so limited that they lack a broad perspective to inculcate in daily classroom activities.[1]

We believe the Center will become a unique and exemplary kind of organization which promises increased rapidity in the dissemination of innovations. Facilities and requirements are available and this project is designed to increase and up-grade service rendered. The PREAMBLE Staff believes that this project reflects "Projects for the Advancement of Creativity in Education."

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1. See appendices 27 and 28.

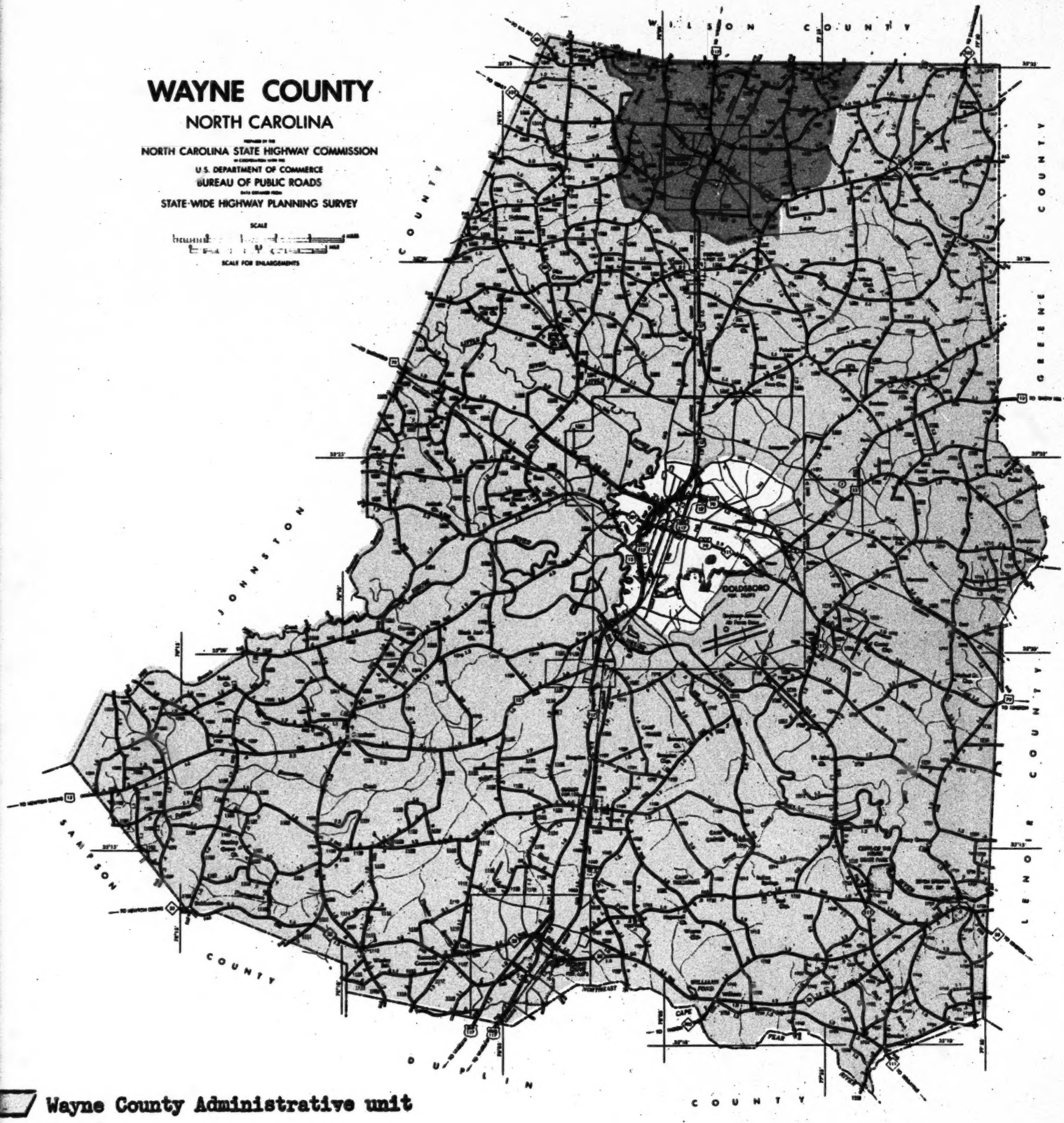
WAYNE COUNTY

NORTH CAROLINA

PREPARED BY THE
NORTH CAROLINA STATE HIGHWAY COMMISSION
IN COOPERATION WITH THE
U.S. DEPARTMENT OF COMMERCE
BUREAU OF PUBLIC ROADS
DATA GATHERED FROM
STATE-WIDE HIGHWAY PLANNING SURVEY

SCALE

SCALE FOR ENLARGEMENTS

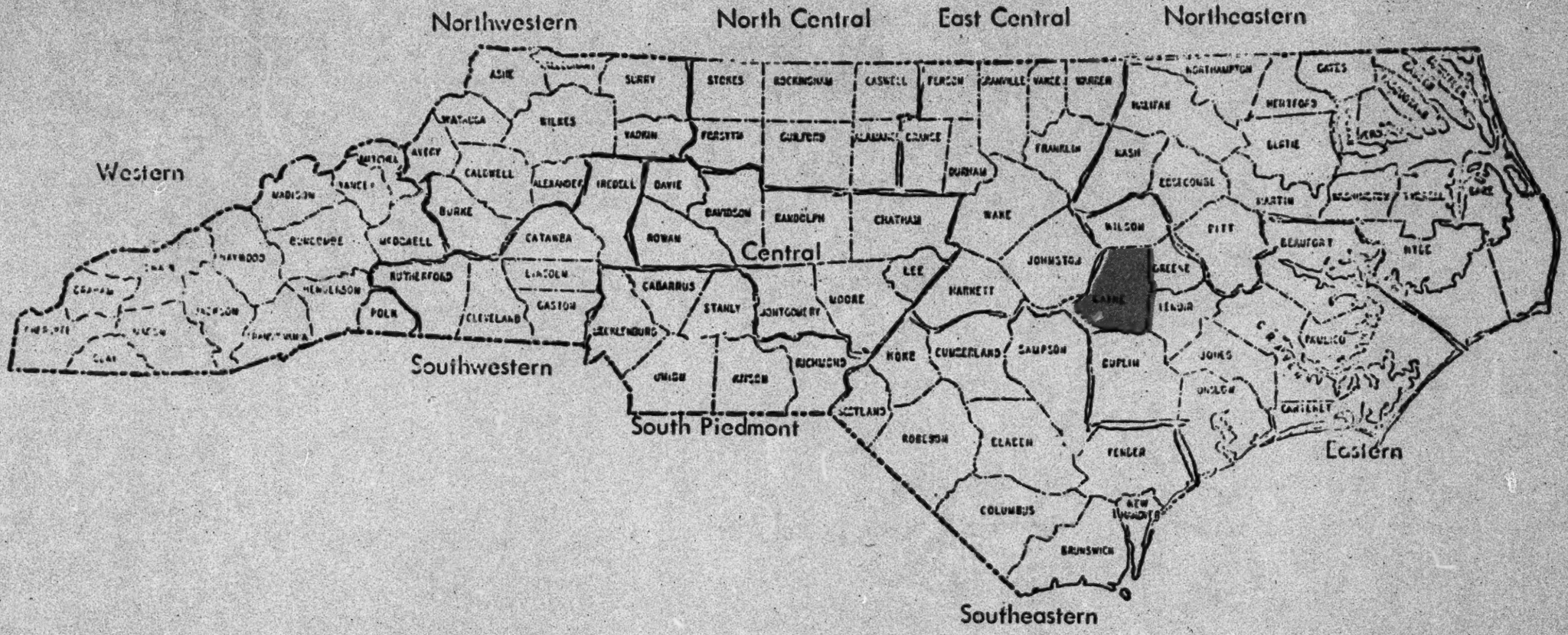


Wayne County Administrative unit

Goldsboro City Administrative unit

Fremont City Administrative unit

• St. Mary's Parochial School



Wayne County
Located in Coastal Plain
Region of North Carolina

Application for Federal Grant

TO ESTABLISH, OPERATE AND MAINTAIN A

SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

Submitted to the U.S. Commissioner of Education

under the Provisions of Public Law 89-10

Title: Project PREAMBLE
(Project to enrich, amplify, mobilize, broaden and levitate education)

Submitted by: Wayne County
Superintendent of Schools
Goldsboro, North Carolina

Initiated by: /s/
Dr. Gerald D. James
Wayne County Superintendent of Schools
Telephone: Area Code 919,
735-4331, Extension 16

Transmitted by: (Same)

Date Transmitted: August 1, 1966

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U.S. Department of Health, Education, and Welfare
Office of Education
Division of Plans and Supplementary Centers
Washington, D.C.
OE Form No. _____ Budget Bureau No. _____

OPERATIONAL GRANT
(P.L. 89-10, Title III)

APPLICATION FOR FEDERAL GRANT TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

OE Project No. [ ]

Title of Project Supplementary Education Act

The Applicant: Wayne County Board of Education
(Legal Name)

Address: P.O. Drawer 27

Goldsboro, North Carolina

hereby applies to the United States Commissioner of Education for financial assistance in the establishment, operation and maintenance of the supplementary educational center, services or activities described in this application, pursuant to the provisions of Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT;

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating documents);
2. The activities and services for which assistance is sought under this title will be administered by or under the supervision of the applicant;
3. Federal funds made available under this title for any fiscal year will be used as to supplement and, to the extent practical, increase the level of funds that would in the absence of such Federal funds be made

available by the applicant for the purposes described in the application, and in no case supplant such funds;

4. In the planning of the program proposed in the application there has been, and in the establishing and carrying out of that program there will be, participation of the appropriate cultural and educational resource of the area to be served;

5. The best available talent and resources will be utilized in carrying out the project;

6. Provision has been made for participation in the project of children enrolled in nonprofit private schools whose educational needs are of the type which the project proposes to meet;

7. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW Form 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulation applies to this application);

8. All equipment acquired with Federal financial participation pursuant to this application will be owned and controlled by the applicant and will be used for the purposes described in the application as approved;

9. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

10. Copies of this application have been submitted for review and recommendation to the State educational agency;

11. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document.)

I, Gerald D. James, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto which are hereby made a part of this application are true and correct to the best of my knowledge and belief.

DATED: _____ Wayne County Board of Education
(Legal Name of Applicant)

By: /s/
Signature of authorized representative

Superintendent, Wayne County Public Schools
(Representative's title)

STATE OF NORTH CAROLINA
COUNTY OF WAYNE

NOTARY PUBLIC: Subscribed to before me this

_____ _____ _____
Date City State

SIGNATURE OF NOTARY PUBLIC _____

DATE NOTARY'S COMMISSION EXPIRES _____

PART I - GENERAL DATA

1. Official name and address of local educational agency.

Wayne County Board of Education
P.O. Drawer 27, Goldsboro, North Carolina

Name of County Wayne

The State data processing code for the local district 960

2. Name, official title, and address of the person authorized to receive and administer the grant: Dr. Gerald D. James
Superintendent, Wayne County Public Schools
P.O. Drawer 27
Goldsboro, North Carolina

Telephone No.: 919 (Area Code) 735-4331 (Local No.) 16 (Extension)

3. Name, title, and address of the project director: Mr. W.C. Sanderson
Director, Title III, ESEA
P.O. Drawer 27
Goldsboro, North Carolina

Telephone No.: 919 (Area Code) 735-4331 (Local No.) 85 (Extension)

4. Types of functions to be funded:* (Check one or more)

_____ Planning of Program

__xx__ Operation of Program

__xx__ Acquisition of equipment

_____ Planning of facilities

_____ Remodeling of facilities

_____ Leasing of facilities

_____ Acquisition of facilities

_____ Construction of new facilities

*Note: See guidelines, Introduction, with reference to the Advisory Committee recommendations and priorities for project approval.

5. 82,059 Total estimated population in the geographic area to be served by this proposed project.

6. Participants:

A. School Staff members (complete only when inservice activities for staff members are included as a part of a proposed project.)

	Approximate number expected to participate in inservice activities as a part of the project	Total number of staff eligible to participate in project supported inservice programs
Public School	574	574
Non-Pub. School	22	22
Total	596	596

B. Elementary and Secondary school children

	Approximate no. of Children expected to directly participate in project		Latest available enrollment figures in the area to be served		When appropriate number needing this service	
	Public	Non-public	Public	Non-public	Public	Non-public
Elementary School Children	15,779	530	15,779	530	15,779	530
Secondary School Children						
Total	15,779	530	15,779	530	15,779	530

C. Others

	Number expected to participate	Total number needing and/or eligible to participate
Preschool children	500	
Adult education students	300[1]	350
Others (specify)		

1. This is an estimate. Parental educational aspects of the program will include parents of children involved in the project.

7. The distribution of participants to be served by this project is as follows:

22.33 %	Rural farm
40.80 %	Rural non-farm
____ %	Metropolitan area--central city
____ %	Metropolitan area--non-central city
36.87 %	Other Urban
100.00 %	Total

8. List one or more of the substantive educational and cultural needs served by this project: (Please be specific; see Section 303 (b) 1-8), P.L. 89-10.

9. The following cultural and educational agencies participated in the planning of this project:

Check type		Name of Agency
xx	State educational agency	Wayne County Board of Education
xx	Institution of higher education	Duke, East Carolina, Mt. Olive College, N.C. State University
xx	Nonprofit private school	St. Mary's, Goldsboro Christian
xx	Library	Wayne County Public Library
xx	Museum	Dept. of Archives and History N.C. School of Fine Arts
xx	Musical organization	State Dept. of Public Instruction (Dr. Arnold Hoffman, Music Supervisor)
____	Artistic organization	____
____	Educational radio and television	____
xx	Others	Recreation Commission Wayne County Historical Society Wayne County Mental Health Clinic Goldsboro Arts Council Wayne County Health Department

10. Total personnel to serve on the project:

Staff Personnel	Full-time	Part-time	Full-time Equivalent*
Professional	2	32	16
Non-professional	3	0	0
TOTALS	5	32	16

*This term is used to equate part-time personnel with full-time positions.

11. Estimated cost of the proposed project:

$ 1,093,561.00 Total cost

$ 75,000.00 Total non-Federal support

$ 393,561.00 Total Federal support under Title III, P.L. 89-10.

$ 625,000.00 Total Federal support other than Title III, P.L. 89-10

12. Name anticipated sources and amount of Federal support other than Title III, P.L. 89-10 directly affecting this project.

None directly.

13. List the sources and amount of non-Federal support for this project.

Funds from North Carolina	$25,000.00
Funds from local educational agency	$50,000.00

*Reading specialists and consultants are not included. They will be used as needed.

ATTACHMENT

RESOLUTION AUTHORIZING APPLICATION TO
THE UNITED STATES OF AMERICA FOR FINANCIAL
ASSISTANCE UNDER PUBLIC LAW 89-10

BE IT RESOLVED BY The Wayne County Board of Education

THAT, Gerald D. James is hereby designated as the authorized representative of said school district for the purpose of furnishing to the United States of America such information, data, and documents pertaining to applications for funds under P.L. 89-10; and otherwise to act as the authorized representative of said school district in connection with such applications; and

THAT certified copies of this resolution be included in applications for funds which will be submitted to the United States of America.

CERTIFICATE OF RECORDING OFFICER

I, the undersigned, the duly qualified and acting Secretary of the Wayne County Board of Education and custodian of the records of said governing authority, including the journal of proceedings of said governing authority, do hereby certify:

1. That the accompanying resolution is a true and correct copy of a resolution as finally adopted at a meeting of the governing authority of school district held on the 6th day of July, 1965, and duly recorded in my office;

2. That said meeting was duly convened and held in all respects in accordance with law and, to the extent required by law, due and proper notice of such meeting was given; that a legal quorum was present throughout the meeting and a legally sufficient number of members of governing authority of the school district voted in the proper manner for the adoption of said resolution; that all other requirements and proceedings under the law incident to the proper manner for the adoption of said resolution, including publication if required, have been duly fulfilled, carried out, and otherwise observed; and that I am authorized to execute this certificate.

IN WITNESS WHEREOF, I have hereunto set my hand this _____ day of _____, 19_____.

_____
(Signature of Officer)

Gerald D. James
(Type or print name of officer)

Secretary, Wayne County Board of Education
Superintendent, Wayne County Schools

STATE OF NORTH CAROLINA
COUNTY OF WAYNE

Subscribed and sworn to before me this _____ day of _____, 19___.

_____
(Notary)

My Commission Expires _____

PART II

APPLICATION TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

PART II

ABSTRACT

Part II

APPLICATION TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

ABSTRACT:

A. Cooperative and comprehensive Educational Center and Services to provide perpetual individual enrichment experiences for students, teachers, and adults of Wayne County.

B. The assimilation of economically deprived and educationally disadvantaged Americans into the "mainstream" of American Society is increasingly being determined by economic opportunities which are enhanced or deterred by levels of educational attainment. In Wayne County over 30 per cent of the students have demonstrated their inability to adapt to and benefit from the normal school program by dropping out before their graduation. Many students drop out "mentally" long before their sixteenth birthday.

C. The project offers a variety of innovations and exemplifications in Eastern North Carolina. The project is innovative in concept; there are no known laboratory reading centers and services operated by public schools in North Carolina. The project promotes cohesiveness between schools and communities served by providing active participation and involvement. The project is exemplary because it will serve as a demonstrational approach for local educational agencies in North Carolina. Another exemplary aspect is the utilization of teachers both as initiators and disseminators of proposed innovations, by providing a climate conducive to change.

The use of highly certificated personnel on a part-time basis will, if successful, provide, on a temporary basis, for better utilization of human resources in critical areas of instruction.

D. Programs as outlined in this proposal are non-existent in the Wayne County Administrative Unit. Financial resources from sources other than state and local taxation are necessary if this program is to be implemented.

E. The major objectives of this project are as follows:

1. To improve the competencies of the students in the Wayne County Schools in the language arts areas.
2. To improve the cultural experiences of the students through the integration of technological media into the instructional program.
3. To improve teacher competencies, knowledge and understanding in the teaching of the language arts - reading, listening, speaking and writing.
4. To up-grade the general cultural level of teachers.
5. To acquaint teachers with innovative programs in language arts instruction, and to assist them in providing and promoting an educational atmosphere conducive to desirable innovations.
6. To implement the traditional approach to instruction with such innovations as team teaching, ungraded programs, and other desirable innovations which permit individualized instruction and "personal pacing."

F. A comprehensive and intensive coordinating effort regarding pre-school aged children, and teacher involvement in improved individual competencies. Reading, speaking, writing and listening specialists from East Carolina College will conduct in-service education during the school day and after school when appropriate.[1] Competent, qualified part-time teachers will be employed to provide exploratory time for regular teachers in grades one through eight, allowing time for participation in reading, speaking, writing and listening in-service training, team planning, and inter-school visitations. Classroom teachers will conduct seminars for parents of children needing special assistance.

Supplementary library services will be provided by enlarging the Wayne County Public Library Services to include films, filmstrips, story time, and related activities. The PREAMBLE Director will serve as coordinator of the entire project. His primary purpose will be to promote innovations that are based on sound educational programs based on research. He will implement the necessary adaptations for the local situation.

Consultative services will be secured from neighboring universities and colleges in specialized areas. Examples of specialized areas are modern mathematics, sociological dynamics in motivating the disadvantaged child, and the integration of the team teaching, ungraded and individualized instructional approaches.

Instruction in the use of audiovisuals, and their integration into the instructional program will be provided by audiovisual personnel who will be located at the Diagnostic Center and financed by this proposal.

G. The amount of Federal funds requested is $ 393,561.00 .

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1. See appendix 15 from Dr. Douglas R. Jones, Dean, School of Education East Carolina College listing qualifications of specialists and Addendum I for Operational Program.

Part II

APPLICATION TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

SECTION 1: PROJECT PROPOSAL

A. Under the provisions of Title III of The Elementary and Secondary Education Act of 1965, the Wayne County Administrative Unit proposes a reading, speaking, writing and listening skills center and services.

The reading, speaking, writing and listening in-service training program will be conducted by reading specialists who have demonstrated competencies as reading specialists and hold at least a Master's degree.

Location of the laboratory center for reading will be established in the Diagnostic Resource Center which has been remodeled under Title I of The Elementary and Secondary Education Act.[1] The Diagnostic Center has been partially staffed and equipped by local and state revenues, Title III of The National Defense Education Act of 1958, Title I and II of The Elementary and Secondary Education Act, and The Economic Opportunity Act of 1964. (The Headstart Project currently operative is a cooperative effort between the Goldsboro City and Wayne County Administrative Units).[2]

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1. A schematic drawing of the Diagnostic Center is listed as appendix 1.
2. See appendix 24.

The Diagnostic Center currently serves as headquarters for health and psychological services, a materials and production center, audio-visual library, and related materials nucleus; however, with existing facilities and materials the following additional services will be provided under the project:

1. Highly qualified specialists in reading, speaking, writing and listening will be used in seminars with teachers. Each teacher will attend four hours of instruction and demonstrations each week during the entire nine month school year.
2. The reading, speaking, writing and listening specialists, by providing instruction to teachers through demonstrations and a follow-up in actual classroom situations (utilizing pupils of teachers enrolled in the seminar), will reduce the "curriculum lag."[1]
3. Teachers and communications specialists will attempt to provide enlightened approaches differing in degree and types from those in present use. The need for expanded services in the correction and prevention of communicative-skills difficulties will be examined.
4. Teachers in grades one through eight will be allowed one hour daily for exploratory time. This time will be used for in-service education during the school day. Training will provide previously mentioned communicative skills, seminars in modern mathematics, audiovisual aids, and other priorities established by Wayne County teachers.

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1. Curriculum lag is defined as the lapse of time between what we know is a better approach and the actual implementation of the curriculum change.

Tours of the Diagnostic Center will be provided and media will be demonstrated regarding its applicability to the instructional program. Intra-school and inter-school visitations will be arranged where deemed appropriate by the instructional and administrative staff.

5. Professional staff, employed part-time, will be used to provide instructional services during the exploratory time of the regular teachers. Areas of instruction will be determined by the qualifications of the part-time teachers.

   In the areas of high economic deprivation, the professional staff will inform and involve parents in assisting the child in the home and school.

6. Expanded library and reading readiness services are important in urban pockets of poverty and isolated rural areas. Educational filmstrips, films, and recordings will be used to supplement existing services now being rendered by the Wayne County Public Library, adjunct libraries, and book[illegible]biles in rural areas. In the city, five highly concentrated low-income areas have been selected as recipients of a program to enlarge the library services by providing films, filmstrips, recordings, and story telling time. This project is directed to the pre-school age and the lower elementary age child. An appropriate story will be told prior to the showing of audiovisual materials. This program will operate during the summer months.[1]

   Programs and materials will be planned for parents of the disadvantaged child. An example of the type of program is one

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1. See appendices 16, 17, and 19.

entitled "Children By Choice." Additional materials will be obtained as the program progresses.[1]

The library programs will operate primarily for the purpose of improving the pre-school readiness program. These services will complement each other and be both enjoyable and informative. Space will not be provided by the use of idle school plants in the rural areas, and in housing areas with concentrations of low income people.

B. The project is innovative in North Carolina. Laboratory Reading Centers are non-existent in the public schools of North Carolina. The project promotes educational continuity between schools and communities by providing active participation and involvement at the local community level. Faculties will be trained to function as a cohesive unit with emphasis on the implementation and practices which reflect recent research findings. Teachers will be instructed in contemporary techniques and in the effective utilization of the media currently available in Wayne County.

Another exemplary phase of the program is the use of teachers as initiators and disseminators of innovations. Though it is generally held that educational innovations must originate with the administration,[2] implementation and diffusion necessitates more effective use of classroom teachers in the formation of dynamic instructional and curriculum changes.[3] The in-service program for teachers will have several innovative aspects.

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1. See appendices 3, 13, 20, 21, and 22.

2. Richard O. Carlson. et. al. Adoption of Educational Innovations. The Center for the Advanced Study of Educational Administration. University of Oregon, Eugene, Oregon. (1965), 10 and 11.

3. See appendices 25 and 26.

1. Teachers will be allowed exploratory time during the school day by the use of part-time professional personnel.
2. Communicative-skills specialists will provide the latest research findings in techniques and procedures, utilizing the seminar approach.
3. Teachers and specialists will work together in implementing the techniques and procedures examined in the seminar, using the participating teachers' classes. Specialists will use the demonstration method where applicable.

Though summer library services is not an innovation, it is not currently in existence in rural Wayne County. Facilities, materials, and equipment are available; and if the program is successful, there should be universal expansion to the economically deprived rural areas of North Carolina.

The PREAMBLE Staff believe as a result of the utilization of cultural, recreational, and lay advisory committees, the local educational agency can and will assume financial responsibility for this program. A bond issue to supplement the local educational agencies' per pupil expenditure is a realistic expectation. It is believed that after the state educational agencies realize the educational benefits derived from this program, they will assume the financial responsibility for future programs.

C. Wayne County is located in the Central Coastal Plains Section of North Carolina. The Wayne County, Fremont City, and Goldsboro City Administrative Units serve a population of 82,059, with approximately 40 per cent of this number living in the City of Goldsboro, the County Seat. Goldsboro has a population of approximately 33,517 and has experienced a 33.1 per cent growth from 1950-1960. Rural Wayne County experienced a 24.2 per cent growth in the same period.[1]

D. Cultural and educational needs of students attending schools within the Wayne County Administrative Unit have been determined by student survey cards[2] showing:

1. Achievement test scores as measured on standardized achievement tests.
2. Mental maturity test scores as measured on standardized intelligence tests.
3. Family data listing parents' or guardians' educational and occupational status.
4. Information which gives some insight into economic deprivation and educational disadvantages.

An analysis of the student survey cards reveals a high correlation between economic deprivation and educational disadvantagement. The academic area of greatest need is in language arts.[3] It is further hypothesized that failure in language arts contributes to failure in other areas.

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1. Page Benton. "Population, Goldsboro and Wayne County, N.C." Goldsboro Committee of 100, (1962) 2 (Mimeographed).

2. A sample of student survey cards used is listed as appendix 4.

3. A compilation of achievement data illustrating academic disadvantagement is listed as appendix 5.

Questionnaires sent to 2500 students selected at random give a representative sample of travel by students in the Wayne County Schools.[1]

A representative committee was established with members drawn from lay citizens, welfare, recreational, cultural, educational, and mental health departments from the Wayne County area.[2]

A committee of teachers from the Wayne County area served as an advisory committee for this proposal.[3]

Consultative services from institutions of higher education were secured including educators, psychologists, and sociologists.[4]

It is believed that compensatory educational enrichment provided in this project will meet the most imperative needs of the children in the Wayne County area. We believe the number one priority in this project is the exploratory time and in-service education of professional personnel. We further believe the increased teacher competencies will improve teacher morale and reduce teacher turnover. Increased availability of better teachers is expected as a result of the school system's efforts to meet the most imperative needs of students and teachers.

Psychologists and educators have known for many years that "children learn best when the new desired learning is based on facts already known." To reach all of the children in the Wayne County Schools, we must give more than "lip service" to this concept of the learning process.

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1. Results are listed as appendix 6.
2. Committee membership is listed as appendix 8.
3. Teacher committee is listed as appendix 11.
4. Consultants are listed as appendix 7.

Wayne County teachers do not possess the necessary training in language arts to meet the needs, limitations, and unique strengths of immature, and sometimes reluctant, learners entering the first year of formal schooling.

Students enter the first grade with a neutral attitude toward anticipated learning experiences. Most students come from homes that rarely negatively predispose them toward school, though they may not offer positive motivational and correct interpretation of the school experience. "It is in the school situation that the highly charged negative attitudes toward learning evolve, and the responsibility must rest with the failure of the school."[1]

If all children are to be reached, a greater utilization in both curriculum development and teacher training is necessary to improve fundamental social, cognitive, psychological, communicative and developmental processes of students.

E. In general, the services and activities presented in this proposed project have been non-existent in Wayne County during the past three years. There have been limited recreational and library services available. However, this project has been carefully planned with the directors of the city recreational program and the Wayne County Public Library. Services proposed in this project supplement rather than supplant existing activities.[2]

The reading, speaking, writing and listening specialists will supplement the present school staff and utilize materials and facilities made available from a multiplicity of sources.

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1. Martin Deutsch. "The Disadvantaged Child and the Learning Process," Education in Depressed Areas. A. Harry Passow, (ed.), New York: Teachers College Press, (1963), 178.

2. A statement regarding supplementation rather than supplanting is listed as appendices 13, 16, 17, 18, 19, 20, 21 and 23.

Part-time teacher personnel will bring additional enthusiasm and competence into the professional staff of the Wayne County Schools. Part-time teachers will augment on a part-time basis innovative services, techniques, and methodologies.

F. Compensatory education financed by sources other than State and local government must be provided if children from the Wayne County area are to compete academically with children from more affluent families. Conant has stated:[1]

> The pedagogic tasks which confront the teachers in the slum schools are far more difficult than those which their colleagues in the wealthy suburbs face. Yet the expenditure per pupil in the wealthy suburban schools is as high as one thousand dollars per year.

Conant's figures on per pupil expenditure were obtained in 1961 and in the southern rural areas, expenditures were often less than three hundred dollars per pupil.

In 1963-1964 current expenditure per pupil (Nationally) in public elementary and secondary schools was $455.00.[2] Mississippi was lowest at $241.00 per pupil and North Carolina ranked number 41 with average per pupil expenditure of $320.00. Per pupil expenditures for current expense in 1964-1965 in Goldsboro City, Fremont City, and Wayne County Administrative Units were as follows.[3]

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1. James B. Conant. Slums and Suburbs, New York: McGraw-Hill Book Co., Inc., (1961), 3.

2. "Ranking the States, 1963-64," NEA Research Bulletin 42, No. 1, (February, 1964), 32.

3. J. Everette Miller, "Mimeographed Bulletin," N.C. District Five School Boards Association (March 15, 1966).

Unit	Per Pupil Expenditure	Per Cent Local	State	Federal
Goldsboro	309.17	14.9	74.5	10.6
Fremont	316.00	17.3	79.1	3.6
Wayne County	306.00	7.3	79.7	13.0

The conclusion may be drawn that isolated rural areas needing educational programs that are more encompassing and compensatory in scope are the same areas that can least afford to pay for additional services. Wayne County had a per capita personal income in 1962 of $1,472.00.[1]

Titles I and II of The Elementary and Secondary Education Act of 1965 have rendered financial assistance that permits limited improvements in areas suffering from greatest economic deprivation.

However, a school district needs more than money if a successful compensatory educational program is to be provided. The additional personnal and services create a need for added orientation, coordination, and in-service education. When simultaneous innovations are introduced, the involvement of entire staffs of participating schools is a necessity. In-service education with all teachers participating will provide teachers with the opportunity to examine their attitudes, expectations, and practices.

Some authorities believe that there will never again be such a careless and unrealistic approach to the problems of continuous education.[2]

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1. Ibid. N.C. District Five School Boards Association.

2. Jerome S. Bruner. Toward a Theory of Instruction, Cambridge: Harvard Press, (1966), 32.

If the public schools are embarked on a contiguous course of self-improvement and constant evaluation, additional monies for research and constant innovations are mandatory.

Services proposed under Title III providing enriching experiences which will improve academic achievements are not available under Title I. Wayne County Title I proposals are designed for immediate academic improvements such as health, psychological, remedial, and compensatory services. Title III proposal is designed primarily for preventative and self-improvement and developmental programs for teachers, pupils and parents. However, necessary remedial services will be included.

PART II

SECTION 2

PLANNING

Part II

APPLICATION TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

SECTION 2: PLANNING

A. Weekly meetings were well publicized in the Goldsboro News-Argus and three Goldsboro Radio Stations. A representative group of people from the community was present for the proposal planning in the formative stages.[1]

In the developmental stages of planning, all ideas and suggestions were explored and committees were appointed to determine priorities. After priorities were established consultative services were engaged to refine, delimit, and determine aspects of the proposal which were operationally feasible.

This proposal is not patterned after any known existing program. However, in visiting Nova School at Fort Lauderdale, Florida, Melbourne High School in Melbourne, Florida, and Santa Anna Schools in Santa Anna, California, it was the expressed belief by the respective administrations that a climate conducive to change must be attained through faculty involvement.

It is believed that improved staff competencies and attitudes will result if this proposal is implemented.

B. This project is not seeking direct financial support from other Federal assistance programs; however, equipment and materials will be financed through Title I, II, and III of The Elementary and Secondary Education Act, and Title III of The National Defense Education Act. Financial support from local educational agencies and the State of North Carolina will be utilized indirectly as "in kind" resources.

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1. See appendices 8, 9, 10, 11, 12, 14, 15, and 24.

Title I of the Elementary and Secondary Education Act	$500,000.00
Title II of the Elementary and Secondary Education Act	50,000.00
Title III of the National Defense Education Act	75,000.00
Funds from North Carolina	25,000.00
Funds from local educational agencies	50,000.00
TOTAL	$700,000.00

Part II

APPLICATION TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

SECTION 3: OPERATION OF PROPOSED PROJECT

A. Methods and Procedures of operation related to organization.

Collaborative activities and investigations financed under Title III of The Elementary and Secondary Education Act, Project OEG-2-6-000361-0322 have been focused upon the feasibility of developing operational programs in one or more areas. The strategy suggested in this proposal is based upon a series of ideas and assumptions that will be continually expanded and developed. Continual planning and program refinement will occur throughout the operational period.

The formulation of strategies for operation are listed below:

1. Organizational structure. The cooperative organizational structure of Project PREAMBLE consisting of local educators, lay citizens of the community, and special consultants necessitates a definition of functions and responsibilities for implementation of the operational proposal.

   a. Wayne County Board of Education. The governing board with full administrative authority is the Wayne County Board of Education. Dr. Gerald D. James, Superintendent of the Wayne County Schools has been authorized as applicant for the Wayne County Board of Education. Functions of the Board are

      (1) Policy making for Project PREAMBLE.

      (2) Appointing the director of Project PREAMBLE.

      (3) Establishing priorities based upon recommendations of the director and lay advisory committee.

(4) Receiving and administering funds for operational grant.

(5) Reviewing and evaluating programs of the project and implementing changes where necessary.

b. Advisory Committee. This committee is composed of representatives of institutions of higher education, representatives of community service and cultural agencies, and interested lay citizens. The committee will meet when called upon by the superintendent of Wayne County Schools. It will be the superintendent's responsibility, with the assistance of the project director when requested, to keep the advisory committee informed in regard to project progress.

c. Project Director. The project director will provide leadership for the planning, coordinating, and diffusion of Project activities. He will supervise the activities of staff members, and recommend personnel for staffing the project.

2. Methods and Procedures of Operation Relating to Children. All students in grades one through eight have been given a preliminary screening by regular classroom teachers in the areas of reading, speaking, writing, and listening. The reading, speaking, writing and listening specialists will provide in-service training in areas of greatest need which have been determined by test results. However, classroom teachers, supervisory personnel, PREAMBLE Director, and reading, speaking, writing, and listening specialists will cooperatively develop the course of instruction for teacher self-improvement programs.

Students needing the most help will be used by the reading, speaking, writing, and listening specialist in demonstration classes. This demonstration will be a follow-up to the seminar instruction received by the classroom teachers.

It is believed that the quality of instruction received by the students will be greatly enhanced by the teacher in-service training program. The in-service training program will encompass innovative and contemporary techniques utilizing both improved techniques in reading and the integration of audiovisuals into the instructional program.

3. Methods and Procedures of Operation Relating to Teachers.

a. Teachers in grades one through eight will be given one hour daily for a scheduled, systematic in-service program for the development of improved instructional competencies. Priority number one for this hour (called exploratory time) will be improved instructional competencies in the communicative skills, consisting of reading, speaking, writing, and listening.[1]

Special emphasis will be given to the disadvantaged child, since his environmental problems cause inability to achieve at the same rate as children from more advantageous environments. The "built-in" curriculum from middle-class homes which prepares most children for school does not exist in the homes of the disadvantaged child from the Wayne County Area.

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1. See Part II, Abstract, E

Each teacher will attend a four hour in-service class of instruction and demonstration each week for the nine month school year. Teachers experiencing difficulties in implementing techniques learned in the in-service class will be given individual assistance by the specialists through consultation and demonstrations. These consultations will be made in an attempt to implement the theory into the practical classroom situation.

The frequency and duration of in-service meetings will be determined by the needs of teachers participating. Curriculum content will also fluctuate as needs of participating teachers change. Participating classroom teachers, the PREAMBLE Director and the reading, speaking, writing, and listening specialists will cooperatively be responsible for seminar lectures, demonstrations, and evaluations. Team planning will provide an atmosphere conducive to the implementation of reading, speaking, listening, and writing techniques and methods into the instructional program of the Wayne County Schools.

b. Service of part-time instructional personnel. Service of part-time instructional personnel will improve instructional services for the students of the Wayne County Administrative Unit in the following ways:

(1) Part-time teachers will provide incentive for regular staff members to participate in self-improvement.

(2) Highly qualified teachers in all areas have made application to teach on a part-time basis. They are not presently teaching because of family commitments, and they are not financially dependent upon their personal income.

(3) Part-time teachers such as music, art, and physical education will provide cultural experiences not previously available because of limited financial resources.

(4) Part-time teachers in many instances are from the community being served by the school, thus serving as an additional method of establishing a cohesiveness between school and community.

(5) Services of part-time teachers will be used to provide individual and small group instruction for students experiencing learning difficulty.

(6) Part-time teachers will provide exploratory time for regular teachers to participate in the self-improvement in-service program.

4. Methods and Procedures of Operation Relating to Parents.

a. Part-time teaching personnel working through guidance services will assist parents of children experiencing learning difficulties. Referrals will be made to the proper counseling agencies at the Diagnostic Center where applicable. Psychological, sociological and instructional services are available at the Diagnostic Resource Center.

b. Parents will be involved in the extended library services. The type of library program will be determined by participants. For example: Mothers from areas of high economic deprivation have expressed a desire to come with their children during the showing of films and filmstrips. In this situation, films and educational materials will be provided for parents by existing adult educational institutions.[1]

5. Methods and Procedures of Operation Relating to Cooperating Educational or Cultural Resources. Local educational agencies consisting of Wayne County Public Library, Wayne Technical Institute, Wayne County Public Health Department, Wayne County Home Demonstration Agency, and the Wayne Action Group for Economic Solvency have all agreed to assist adults that desire to participate in the adult educational aspects of the program.[2]

Assistance programs will be organized in conjunction with the recreational program, and curriculum will be determined by the needs of participants.

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1. See appendices 13, 20, and 21.

2. For letters of confirmation, see appendices 19, 20, and 21.

B. The anticipated utilization of the project by the persons it is intended to serve is hereby suggested:

1. Teachers will be released one hour per day during the entire school year for the purpose of exploratory activities. Four hours weekly will be devoted to Center activities during which time teachers will be helped in the solution of classroom problems, and be presented new ideas, methods, techniques, and materials. Consultants selected from different areas will lead discussions, conduct demonstrations, enlighten teachers in problem solving, and bring to them new educational trends. Through these experiences the teachers will be able to carry new ideas back to the classrooms and to assist students in areas of achievement and interest. Parents needing information to aid their children in solving problems will be assisted by the teacher.

2. At the Center there are films, filmstrips and recordings for the pre-school child. The following persons have shown an interest in the program: Mr. Pete Winfrey, Jr., Executive Director of Eastern Carolina Regional Housing Authority; Mr. Wiley Smith, Director of Lincoln Homes Housing Project, Elmwood Terrace Housing Project, and several other projects of the city.[1] Miss Susan Borden and Mr. Arnold Edgerton who are connected with the Wayne County Public Library have expressed their concern in the project and their desire to render help where needed.

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1. See appendices 16, 17, and 19.

They have consented to inject a story hour in their library program by using the library supplementary materials from the Center for pre-school children and children in grades one through three.

There will be attractive bulletin board displays of the activities that will interest parents of pre-school children.

3. Teachers will suggest activities and discussions of their particular interests. University and college consultants in the suggested areas will be selected to help solve teacher problems. This will create and encourage a greater desire for participation.

As previously stated, Directors of the Wayne Action Group for Economic Solvency, Wayne County Public Libraries, and public housing agencies have consented to assist in making the programs complementary in scope, with the specific purpose to improve pre-school readiness. The advisory committee members have repeatedly insisted that they and the director be vested with the authority to expand aspects of the program which are most successful and to alter or delete unsuccessful aspects.

Section III

C. The following equipment and supplies are located in the Diagnostic Center.

Item	Quantity
16 Millimeter Film	686
Film Strips	14,080
Recordings and Tapes	4,460
16 Millimeter Projectors	12
Overhead Projector	8
Film Strip Projector	12
Record Players	11
Tape Recorders	14
Micro Projectors	6
Polaroid Camera	1
35 Millimeter	1
Graflex Camera (4 x 5)	1
Yashica, MAT-EM, Model 66	1
Heavy Duty Tripod	1
Dryer (color, Black & White)	1
Omega D^2 Variable Condenser Enlarger	1
Photo Light Meter (Weston Master II)	1
Photographic Print Washer	1
Leroy Lettering Set	1
Dry Mount Press	3
Kodak Carousel A.V. Slide Projectors	2
Magnetic Tape Splicer Machines	2
Harwald Automatic 16 Millimeter Film Cleaning and Inspection Machine	1

Ditto Off-Set Duplicator Machine	1
Mimeograph (A.B. Dick)	1
Duplicator (A.B. Dick)	1
Azograph Duplication	1
Diazo Process Flat Bed Photo Printer	1
Picture lift Process D.M.W.	1
Photo Copier (Model 860)	1
Audiometers	3

The items listed above will be utilized for teacher self-improvement programs in the use of audiovisual materials and equipment. A special effort will be made to teach participants the following:

(1) How to use audiovisual materials

(2) How to integrate audiovisual media into regular curriculum and

(3) How to prepare transparencies, overlays and other related teaching materials.

The air conditioned Diagnostic Center also includes a conference room which will be used by the reading, speaking, writing, and listening specialists for seminars for teachers. Ample materials, supplies and equipment are available for use by the reading, speaking, writing, and listening specialists as the program develops, and new materials, supplies and equipment will be needed. They will be supplied from sources other than Title III.

D. It is imperative that the following equipment and related materials be purchased to implement the project.

1. For the purpose of training teachers in the use of audiovisuals and their integration into the daily classroom program, new materials will be needed. These materials will cost $3,650.00.[1]
2. Filmstrips will be provided for each of the nineteen schools in Wayne County. Filmstrips will be purchased from Browning's Photo Center in Wilmington, North Carolina.[2] Cost of each filmstrip and printed guide for the teacher is $6.50. Five sets of filmstrips consisting of twenty copies per set totals $650.00.
3. Supplies which are not requested under Title III will be purchased from State and local funds.

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1. See Part B - Budget Detail.
2. See appendix 2.

Part II

APPLICATION TO ESTABLISH, OPERATE, AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

SECTION 4: QUALIFICATIONS OF PROFESSIONAL PERSONNEL

A. The staff necessary to carry out the proposed project consists of individuals responsible for the direct implementation of the enriching learning experiences of students in the Wayne County area, and the teacher improvement program. Also included are support personnel essential to the overall coordination of the project activities and to the execution of a sequential program of change.

1. Director. The director will be selected by the Wayne County Board of Education and the Project PREAMBLE Advisory Board. He will be responsible to the Board for coordinating all Project PREAMBLE activities including planning, diffusion of successful programs, and dissemination of information. He will maintain a close working relationship with the local educational community agencies, the North Carolina State Department of Public Instruction, the United States Office of Education, the Learning Institute of North Carolina, Regional Educational Laboratories, and area universities and colleges.

Minimum qualifications will be the Master of Arts Degree, extensive awareness and knowledge of the status of educational innovations on a local, state and national basis, a knowledge of the sociological change and a desire to initiate and implement imaginative programs. Full-time annual salary will be $10,000.00, total salary $25,000.00.

2. Reading, Speaking, Writing, and Listening Specialists. These will be responsible for the reading, speaking, writing, and listening instruction seminars designed for teacher improvement programs in the language arts skills. The reading, speaking, writing and listening specialists will endeavor to improve teacher competencies and provide for a more effective utilization of these skills in their classrooms. Experience as a reading specialist, with emphasis upon teacher training, is an essential requirement for consideration for these positions.

The specialists should assist teachers in diagnosis of students' learning strengths and weaknesses. Diagnosis should be made of specific problems and prescriptive services integrated into the instructional program. Personnel will be from East Carolina College, the School of Education. They are well acquainted with contemporary educational programs and research. Part-time annual salary will be $10,000.00, total salary for twenty-four months $30,000.00. Four professors will be employed on a part-time basis at the rate of $25.00 per hour for a dombined total of 400 hours.

3. Communicative Skills Coordinator will supervise, plan, coordinate and implement the audiovisual part of the PREAMBLE Program. His duties will include conducting teacher training sessions, integration of the audiovisual media into the curriculum, assessing project progress, and refining project activities. He will plan sequential in-service programs of audiovisual education including demonstration lessons, and provide follow-up lessons for teachers experiencing difficulties.

The communicative skills coordinator will prepare teachers to utilize mass media to improve classroom instruction. The desired educational requirement is Master of Arts Degree. Full-time (nine months) annual salary will be $5,410.00, total salary $16,230.00.

4. Part-time Teachers. Professional teachers will be employed on a part-time basis to provide instructional services to the students during the exploratory time of the regular teacher. Areas of instruction will be determined by the qualifications of the part-time teachers and priorities of services needed. When regular teachers are participating in self-improvement programs, part-time teachers will be assigned to schools for time periods dictated by need. However, no regular teacher will be relieved for more than the equivalent of one hour daily. Educational requirements - Bachelors Degree or Class "A" Certificate in North Carolina. Part-time, equivalent of 16 full-time teachers at $4.14 per hour for six hours daily for 180 days is $71,539.20. Salaries for three years $214,617.60.

5. Diagnostic Center Aides. Two aides will be needed in the Diagnostic Center to work with the Communicative Skills Coordinator in the preparation of materials for teacher in-service training sessions. Diagnostic aides will also prepare materials to be used by the teachers in integrating prepared media materials into the instructional program. Aides will also be utilized in pre-school readiness demonstrations in community centers, by showing films, filmstrips, and related materials.

Aides will be assigned to the Diagnostic Center, but they will be qualified to drive the mobile units to transport, schedule, and present media at community centers as needed. Educational requirements: high school graduate with preferably two years of college. Full-time 36 months each, total salary for two at $300.00 each monthly. Total annual salary $7,200.00 total three year salary $21,600.00.

6. Secretary to PREAMBLE Director. The secretary to the director will provide stenographic assistance. She will have adequate typing, filing, duplicating and dictation skills to carry out a normal business office routine. Educational requirements: high school graduate and preferably two years of college. Full-time. Salary $3,600.00 annually. Total salary for three years $10,800.00.

7. University and College Consultants. Twenty days of temporary professional consultation are requested for use in the implementation of instructional innovations. For example, nationally known university and college personnel will be needed as the program progresses with the development of innovations such as team teaching, the inauguration of the ungraded organizational approach, sociological dynamics involved in the motivation of disadvantaged students and other endeavors for individualizing and improving the learning process. Part-time salary for twenty days at $50.00 per day, total salary $1,000.00.

8. Bookkeeper will work within the existing administrative organization to insure accurate monetary disbursements. His primary responsibility will be keeping an accurate record of service and

materials received, and assure proper payment. The bookkeeper will work with the Wayne County Board of Education's Administrative Assistant in charge of business, and will be financed from local resources.

9. Statistician. The statistician currently employed by the Wayne County Administrative Unit will assist the PREAMBLE Director in the evaluation of the program.

10. Psychologist. The psychologist currently employed by the Wayne County Administrative Unit will assist the PREAMBLE Director in evaluation and testing.

Part II

APPLICATION TO ESTABLISH, OPERATE, AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

SECTION 5: PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

A. This project will be beneficial to students and teachers in the non-public schools in the area. No children or teachers will be discriminated against or be excluded from participation. The teachers of the non-public schools will be invited and welcome to participate in all meetings and in-service programs.

Teachers in the non-public schools have expressed an interest in participation in the self-improvement aspects of the program. They will receive the same opportunity to visit and participate in all training aspects of the program.

Non-public school students will benefit from the in-service training program through improved instructional competencies of the non-public school staff. Students in non-public schools will be encouraged to participate in the "summer extended library and pre-school readiness services" part of the program.

B. All non-public school teachers will have the privilege of checking out any materials which will be of use to them in their instructional program. They will be invited to the Center to inspect all available materials. However, the non-public schools, Goldsboro City and Fremont City Schools will not participate in the part-time teacher aspect of the program.

Accountability for all equipment and materials loaned to non-public schools will be assumed by the PREAMBLE Director. Instructional materials and equipment located at the Diagnostic Center is currently, and will continue to be available to non-public schools.

Part II

APPLICATION TO ESTABLISH, OPERATE AND MAINTAIN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

SECTION 6: PROJECT EVALUATION

A. Introduction

Evaluation of the PREAMBLE program can be divided roughly into three major divisions:

1. Process - this aspect involves assessment of the changes that have occurred in teacher competencies, and the resulting improvement in instructional methodology and techniques of teaching.
2. Product - this part attempts to assess changes in the students included in the program.
3. Structure - this criterion is designed to assess changes in the organizational approaches in the program. Examples are: (a) team teaching, (b) ungraded and team teaching approaches, (c) individualization of the learning process, and (d) integration of technological media into the curriculum.

B. Procedures

1. Teacher evaluation

Following are the performance of activity areas which can be used as criteria in assessing the effects of each program on the teachers involved. The particular instruments to be used will vary as the program develops. Pre-tests, and post-tests, and an undetermined number of "operational" tests are planned. Examples of potential tests are listed below.

a. Standardized objective measures

These tests will be administered as pre-tests prior to the in-service course and as post-tests at the end of the course, to determine the level of teacher competency and to evaluate growth in skill, knowledge, and competency.

(1) Test of English Usage: Test Description:[1] High school and college level; 1950; 4 scores: Mechanics of writing, accurate use of words, building sentences and paragraphs, total; IBM; Forms A, B, (9 pages); manual (15 pages); individual diagnostic record (4 pages); $3.50 per 35 tests; separate answer sheets may be used; 9¢ per Scoreze answer sheet; 5¢ per IBM answer sheet; $1.05 per set of machine scoring stencils; 20¢ per hand scoring stencil; postage extra; 50¢ per specimen set, postpaid; 100 (110) minutes; authors: Henry D. Rinsland, Raymond W. Pence, Betty S. Beck, and Roland L. Beck; Publisher: California Test Bureau, Del Monte Research Park, Monterey, California 93940.

(2) California Phonics Survey: Test Description: Grades 7-12 and college; 1956-63; 9 error analysis scores for Form 1 (Form 2 yields total score only): Long-short vowel confusion, other vowel confusion, consonants - confusion with blends and digraphs, consonant - vowel reversals, configuration, endings, negatives - opposites - sight words, rigidity, total; IBM; Forms 1, 2 ('62) in a single booklet (8 pages);

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1. All test descriptions for teacher measures were taken from The Sixth Mental Measurements Yearbook, Oscar K. Buros, ed., Highland Park, New Jersey: The Gryphon Press, 1965.

manual (1963, 44 pages); may be administered by examiner but tape recording is recommended; no data on reliability of subscores; $3.50 per 35 tests; $5.95 per tape; separate answer sheets may be used (must be used if tape recording is used); 5¢ per IBM answer sheet; $1.80 per set of scoring stencils; 9¢ per Scoreze answer sheet for Form 1 (not available for Form 2); 50¢ per specimen set without tape ($6.45 with tape), postpaid; (40-45 minutes); Authors: Grace M. Brown and Alice B. Cottrell. Publisher: California Test Bureau, Del Monte Research Park, Monterey, California 93940.

b. Standardized subjective measures

These measures will be administered as pre-tests and post-tests, prior to and following the in-service course, to evaluate existing attitudes and changes in attitudes as a result of the in-service program.

(1) The Purdue Rating Scale for Instruction: This scale will be used by the teachers in the in-service program to rate the college professor teaching the in-service course. It will thus provide a measure of the value of the course to the teacher.

Test Description: College Teachers; 1927-60; student ratings on 26 characteristics of the instructor and teaching situation; IBM; 1 form ('50, 2 pages); revised manual ('60, 17 pages, tentative norms gathered in 1947); report form ('50, 4 pages); $2.00 per 25 IBM scorable test-answer sheets, postage extra; 75¢ per specimen set, postpaid;

(20) minutes; Authors: H.H. Remmers and D.N. Elliott (scale); Publisher: University Book Store, 360 State Street, West Lafayette, Indiana, 47906.

(2) The Purdue Teacher Morale Inventory: This inventory will be used to evaluate the morale of the teacher as affected by participation in this project.

Test Description: Title on test is Purdue Teacher Opinionaire: 1961; 9 scores: teaching as an occupation, relationships with students, relationships with other teachers, administration policies and practices, curriculum factors, relationships with community, working conditions, economic factors, total; Form A (8 pages); manual (13 pages); no norms for subscores; $4.50 per 25 tests, postage extra; $1.00 per specimen set, postpaid; (20-30) minutes; Authors: Ralph R. Bentley, Averno M. Rempel, and Ned A. Rosen; Publisher: University Book Store, 360 State Street, West Lafayette, Indiana, 47906.

(3) Minnesota Teacher Attitude Inventory: This inventory will provide a measure of the teacher's self-concept and self-understanding, as influenced by participation in the project.

Test Description: Level: Elementary and Secondary teachers and students in grades 12-17; 1951; IBM; Form A (6 pages); manual (15 pages); separate answer sheets must be used; $3.00 per 25 tests; $2.00 per 50 IBM answer sheets; 60¢ per set of stencils and manual; 75¢ per specimen set; postpaid; (20-30) minutes; Authors: Walter W. Cook, Carroll H. Leeds, and Robert Callis; Publisher: Psychological Corporation, 304 East 45th Street, New York, 10017.

c. Non-standardized evaluations

Evaluative instruments will be provided by the East Carolina College staff that are providing instruction for the Wayne County Teachers. These instruments will measure teacher levels of competencies before instruction begins, and will provide base-line data for measuring improvement when post-tests are administered.

d. Subjective data

This information will be obtained from teacher comments, observational rating forms, teacher rating forms, and where applicable student and parental questionnaires. Tape recorders will be utilized by each teacher as a method of self-evaluation.

Assessment of the in-service training program will be made by changes in teacher competencies measured by standardized tests. However, a major objective is to determine how teachers transfer their in-service experiences into their own schools. An attempt will be made to evaluate the degree of implementation of "new" knowledge assimilated into the instructional program, by measured changes in the students. Observations by the college instructor of the teacher's actual demonstration lesson will be tabulated and changes recorded. Audio tapes will be made and filed where applicable to assist teachers in self-evaluation.

2. Student evaluation

Following are the performance of activity areas which can be used as criteria in assessing the effects of each program on the students involved. The particular instruments to be used will

vary as the program develops. Pre-tests, and post-tests and an undetermined number of "operational" tests are planned. Examples of potential tests are listed below.

a. Standardized evaluations

(1) Basic testing program

(a) California Achievement Test

Test Description: To measure the students' skills and understandings in reading, arithmetic, and language and to provide a reliable basis for the diagnosis of learning difficulties; a comprehensive battery of tests, carefully articulated to provide a sequential testing program from one level to the next; subtests: Reading Vocabulary and Reading Comprehension, Arithmetic Reasoning and Arithmetic Fundamentals, Mechanics of English and Spelling; adequate reliability and validity; Grades 1-8; equivalent forms; 1956-57; approximately 3 hours testing time; manual, 62 pp.; technical report; individual diagnostic profile; test booklets $6.65 pkg./35; IBM answer sheets 15¢; machine scoring 54¢ complete; publisher: California Test Bureau, Del Monte Research Park, Monterey, California, 93940; or School Test and Materials, 204 Abernethy Hall, Chapel Hill, North Carolina.

(b) Scott-Foresman Basic Reader Tests, Fifties Edition

Test Description: Grades 1-3; for use with the Scott Foresman basal reader series; yield information on a child's degree of mastery of specific skills emphasized at a particular level; each test divided into 6 or 8 subtests which focus on such reading skills as perceiving relationships, forming sensory images, and using phonetic analysis; a skills profile for plotting children's scores on each subtest is provided on the front page of the test booklets; each package of 25 test booklets contains manuals, sets of directions for giving the tests, scoring key with norms, and class record sheet; $2 per 25 tests; publisher: Scott-Foresman and Company, 3145 Piedmont Road, N.E., Atlanta, Georgia, 30305.

(c) Ginn Basic Reader Tests

Test Description: Grades 4-6; for use with the Ginn basal reader series; same general content and format as the Scott-Foresman tests described in (b) above; exact cost not available, but approximate cost of $2 per 25 tests; publishers: Ginn and Company, 72 Fifth Avenue, New York, New York.

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1. Taken from Tests Approved for Purchase and Use under the Provisions of the National Defense Education Act. Raleigh, North Carolina: State Department of Public Instruction, 1964-65.

(d) Otis Quick-Scoring Mental Ability Tests

Test Description: Alpha Test - Grades 1-4; Beta Test - Grades 4-9; group tests; approximately 30 minutes; a measure of general mental ability - thinking power or the degree of mental maturity of the mind; Alpha Test - 1 form (AS), hand scored, $3.80 pkg./35, keys $.25 each, manuals $.35 each; Beta Test - 2 forms (EM and FM), machine scored, $3.15 pkg./35, answer sheets $1.45 pkg./35, machine stencils (may be used for hand scoring) $.25 each, manuals $.20 each; publisher: School Tests and Materials, 204 Abernethy Hall, Chapel Hill, North Carolina.

(2) Supplementary Testing Program

These tests will not be part of the basic testing program, to be administered to all students in a school or a grade. Rather they will be administered to stratified random samples of students for survey purposes, to small selected groups of students for diagnostic purposes, or to individual students for diagnostic and/or placement purposes.

(a) Silent Reading Diagnostic Tests: The Developmental Reading Tests. Test Description: Grades 3-8, 1955; 20 scores; recognition pattern (6 scores), error analysis (4 scores), recognition techniques (9 scores), word

synthesis; 1 form (23 pages); manual (14 pages); tentative norms; $4 per 20 test; $2 per set of scoring cards (optional); $1 per 100 tabulation sheets; postage extra; 40¢ per specimen set, postpaid; (90) minutes in 2 sessions; authors: Guy L. Bond, Theodore Clymer, and Cyril J. Hoyt; publisher: Lyons and Carnahan, 407 East 25th Street, Chicago, Illinois, 60616.

(b) McCullough Word - Analysis Tests

Test Description: Experimental Edition Grades 4-6; 1962-63; c. 1960-63; 10 scores: initial blends and digraphs, phonetic discrimination, matching letters to vowel sounds, sounding whole words, interpreting phonetic symbols, phonetic analysis total, dividing words into syllables, root words in affixed forms, structural - analysis total, total; 1 form (62, c. 1960-62, 8 pages); manual (62, c. 1960-62, 10 pages); norms manual (63, 11 pages); individual record (62, c. 1960-62, 4 pages); $5.92 per 35 tests; 76¢ per specimen set; postage extra; (70) minutes in 7 sessions; author: Constance M. McCullough; publisher: Ginn and Co., Statler Building, Park Square, Boston, Mass., 02117.

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1. Descriptions for these tests were taken from The Sixth Mental Measurements Yearbook, op. cit.

(c) Diagnostic Reading Scale

Test Description: Grades 1-8 and retarded readers in grades 9-12; 1963; 10 or 11 scores: word recognition, instructional level (oral reading), independent level (silent reading), rate of silent reading, (optional), potential level (auditory comprehension), and six phonics scores (consonant sounds, vowel sounds, consonant blends, common syllables, blending letter sounds); individual; 1 form (28 pages); record booklet (29 pages); manual (27 pages); no data of silent reading and phonics scores; $1 per test, $8.75 per 35 record booklets and manuals; 25¢ per single copy of record booklet; 25¢ per manual; postage extra; (45) minutes; author: Goerge D. Spache; publisher: California Test Bureau, Del Monte Research Park, Monterey, California, 93940.

(d) Phonics Knowledge Survey

Test Description: Grade 1-6; 1964; individual; content card (2 pages); response record (8 pages); manual (4 pages); no data on reliability; no norms; $3.75 per set of content cards, 25 response records, and manuals; 50¢ per specimen set; post-paid; (10-30) minutes; authors: Delores Durkin and Leonard Meshover; Publisher: Bureau of Publications, Teachers College, Columbia University, New York, N.Y. 10027.

(e) Durrell Analysis of Reading Difficulty

Test Description: Grades 1-6; individual; a standard procedure for analyzing reading ability; material consists of the wire-bound Reading Paragraphs, a series of standardized word lists and reading selections, together with a quick exposure device (Tachistoscope) with accompanying test cards, and carefully worked out Individual Record Blank for recording results in a systematic way; difficulties in the following phases of reading are analyzed in detail: silent and oral reading, word analysis, phonetics, faulty pronunciation, and difficulties in writing and in spelling; the manual suggests general plans for remedial teaching; (40) minutes; individual record blanks $4.20 pkg./35; reading paragraph book $1.55 per copy; tachistoscope and cards $1.35 per set; blank cards for tachistoscope $1.50 per 30; mamual $.65 each; author: Donald D. Durrell; publisher: School Tests and Materials, 204 Abernethy Hall, Chapel Hill, North Carolina.

(f) The Slosson Intelligence Test, the Peabody Picture Vocabulary Test, the Wechser Intelligence Scale for Children, and the Stanford-Binet Intelligence Test, Form L - M will be used to obtain individual I.Q.'s on certain children, recommended by school personnel. These tests have been purchased under the Title I program, and will be administered by the School Psychologist.

b. Non-Standardized Evaluations

Tape recorders and related equipment will be utilized in evaluating pupil changes. Questionnaires designed for both students and parents will be administered to gather baseline data regarding the existing program before implementation of the PREAMBLE program -- "operational" questionnaires will be administered to determine progression of the program. Post-questionnaires will be administered at the conclusion of the program.

c. Subjective Data

Students, teachers, administrators, and parents will be asked to comment on the program, and comments will be recorded on a "timesample" approach.

3. General Evaluation

There are multifarious facets to the interrelationships of innovative and exemplary ideas. Therefore, the origination of innovative ideas are often difficult to discern. An attempt will be made to document sources of ideas and follow them through their implementation. An accurate record will be kept regarding organizational changes. Since Wayne County is organized, almost completely, as self-contained classrooms, with team-teaching practically non-existent, changes can easily be measured. A comprehensive list will be made to determine the inclusion of different approaches.

Local community groups have suggested that they provide a 16-millimeter movie projector, to pictorially and auditorially portray the before and after-effect of Project PREAMBLE.

C. Conclusion

As part of the evaluation but separate from that described above is an examination of the role of the Supplementary Center and Services in the integration of technological media into the instructional program. A documented record will be kept, recording specifically the changes in circulation of media throughout the program.

EXHIBIT I

Part A: PROPOSED PROGRAM BUDGET

Name of Applicant Wayne County Board of Education

Address of Applicant P.O. Drawer 27, Goldsboro, North Carolina

For Program project period beginning January 1, 1967 and ending December 31, 1967

Expenditure Accounts		Estimated Expenditures For FY 1967 1/			Funds by Source	
Title (1)	Acct. No. 2/ (2)	Total Amount (3)	Salaries where Applicable (4)	Other (5)	Title III P.L. 89-10 (6)	Other (7)
1. ADMINISTRATION	100	15,820.00	13,600.00		15,820.00	
2. INSTRUCTION	200	105,940.45	97,449.20		105,940.45	
3. ATTENDANCE	300					
4. HEALTH SERVICES	400					
5. PUPIL TRANSPORTATION SERVICES	500					
6. OPERATION OF PLANT	600	334.00			334.00	
7. MAINTENANCE OF PLANT	700	1,000.00			1,000.00	
8. FIXED CHARGES	800					
9. FOOD SERVICES	900					
10. STUDENT-BODY ACTIVITIES	1000					
11. COMMUNITY SERVICES	1100					
12. CAPITAL OUTLAY Equipment only 3/	1230					
13. OTHER Specify Soc. Sec. & Retirement		13,126.55			13,126.55	
14. TOTALS		136,221.00	111,049.20		136,221.00	

EXHIBIT I
Part B: PROJECTED PROGRAM BUDGET ESTIMATES

Name Wayne County Board of Education

Address of Applicant P.O. Drawer 27, Goldsboro, North Carolina

For Program Project Period Beginning January 1, 1968 and December 31, 1969

Expenditure Accounts		Estimated Expenditures 1968		Estimated Expenditures 1969	
Title	Acct. No. 2	Total Amount	Title III (P.L. 89-10) Funds	Total Amount	Title III (P.L. 89-10) Funds
(1)	(2)	(3)	(4)	(5)	(6)
1. ADMINISTRATION	100	14,320.00	14,320.00	14,320.00	14,320.00
2. INSTRUCTION	200	99,890.45	99,890.45	99,890.00	99,890.45
3. ATTENDANCE	300				
4. HEALTH SERVICES	400				
5. PUPIL TRANSPORTATION SERVICES	500				
6. OPERATION OF PLANT	600	333.00	333.00	333.00	333.00
7. MAINTENANCE OF PLANT	700	1,000.00	1,000.00	1,000.00	1,000.00
8. FIXED CHARGES	800				
9. FOOD SERVICES	900				
10. STUDENT-BODY ACTIVITIES	1000				
11. COMMUNITY SERVICES	1100				
12. CAPITAL OUTLAY Equipment only	1230				
13. OTHER Specify Soc. Sec. & Retirement		13,126.55	13,126.55	13,126.55	13,126.55
14. TOTALS		128,670.00	128,670.00	128,670.00	128,670.00

EXHIBIT I, Part A and B

Accounts 100 and 200

100 ADMINISTRATION	Jan. 1, 1967 Dec. 31, 1967	Jan. 1, 1968 Dec. 31, 1968	Jan. 1, 1969 Dec. 31, 1969
Director	10,000.00	10,000.00	10,000.00
Travel for Director (.08 per mile)	720.00	720.00	720.00
Secretary to Director	3,600.00	3,600.00	3,600.00
Supplies and Office Materials	1,500.00		
SUB-TOTAL	15,820.00	14,320.00	14,320.00
200 INSTRUCTION			
Part-time Teachers (equivalent of 16 full-time)	71,539.20	71,539.20	71,539.20
Travel (.08 per mile)	562.50	562.50	562.50
Consultants	1,000.00	1,000.00	1,000.00
Travel for Consultants	500.00	500.00	500.00
Audiovisual Staff Member (10 mos.)	5,410.00	5,410.00	5,410.00
Travel for Audiovisual Staff Member	618.75	618.75	618.75
Diagnostic Center Aides (2)	7,200.00	7,200.00	7,200.00
Travel for Diagnostic Center Aides (.08 per mile)	360.00	360.00	360.00
Reading, Speaking & Listening Specialists	10,000.00	10,000.00	10,000.00
Travel for Specialists	1,000.00	1,000.00	1,000.00
Individual Testing & Evaluating Materials	1,000.00	1,000.00	1,000.00
IBM Machine Time to Score Test & Evaluations-6 hrs. @ $100 per hr.	200.00	200.00	200.00
Audiovisual Supplies and related materials	3,650.00		
Travel for 2 Mobile Units at .12 per mile	500.00	500.00	500.00
Travel & Research Teachers (6)	2,400.00		
SUB-TOTAL	105,940.45	99,890.45	99,890.45

EXHIBIT I, Part A and B

Accounts 600 and 700
Budget Detail

		Jan. 1, 1967 Dec. 31. 1967	Jan. 1, 1968 Dec. 31. 1968	Jan. 1, 1969 Dec. 31. 1969
600	OPERATION OF PLANT	334.00	333.00	333.00
	SUB-TOTAL	334.00	333.00	333.00
700	MAINTENANCE OF PLANT	1.000.00	1.000.00	1.000.00
	SUB-TOTAL	1,000.00	1,000.00	1,000.00
	OTHER			
	Social Security and Retirement	13.126.55	13.126.55	13.126.55
	SUB-TOTAL	13,126.55	13,126.55	13,126.55
	TOTALS	136,221.00	128,670.00	128,670.00

GRAND TOTAL $393.561.00

B. Audio Visual Supplies to be bought and used in connection with audio-visual program for three years' program:

	January 1, 1967 December 31, 1967
Sound Film Strip Projector (2 AV-Matic Dukane)	$ 300.00
Film for Color Ektachrome-X Color Film Slides $2.50 each	$ 500.00
7" Empty tape reels (plastic) $4.08 per dozen for two dozen	$ 8.16
14 Filmstrip Re-Viewers at $9.34 each	$ 130.76
Soundcraft Magnetic Tape L-12, #10437 - $1.99 per tape; 3 dozen	$ 72.00
Disc Records - 20 records at $400.00 each for general staff and teacher use	$ 80.00

Dry Mount Press Materials:

3 sets lin. feet of 20" seal MT-5 Tissue	$10.00
2 sheets matt finish acetate 10" X 10"	$10.00
5 sheets type 125, 3M, Thermal Acetate	$22.50
5 sheets acetate and transferon for photo copy	$20.00
50 sheets of type 127, 3M Thermal Acetate	$20.00
5 sheets of Diazo Acetate	$16.00
3 sets adhesive and backing sheets for color lift	$20.00
Total	$ 118.00

Flannel Board Equipment:

Telescoping metal easel - $11.00 each 3 required	$ 52.85
2 No. 9 F-36" X 48" Falding flannel boards	$ 39.00
6 No. 8 24" X 36" flannel boards - $6.00 each	$ 48.00
16 sets of Instructo flannel board VA cut-outs $2.50 per set - 16 sets required	$ 40.00

Velour Board Material:	
1 Velour Board	$ 2.00
1 Box 8½" X 10" Velour paper (Adhesive Back)	$ 1.25
1 Box 10" X 13½" Velour paper (plain Back)	$ 1.50
3 Square yards of Felt	$ 6.00
1 Box of Felt sheets (one dozen 9" X 12")	$ 2.00
1 Box of Felt sheets (one dozen 12" X 18")	$ 3.50
2 pieces of Flannel 36" X 48" (one Black and one Green) $1.75 each	$ 3.50
Opaque Projector	$212.50
Materials for making transparencies for overhead projector:	
Transparency mounts 8½" X 2" X 11" Fiber board 6 pks. @100 mounts per pack $8.00	$ 48.00
Transparency mount hinges; Technifax 200 per box. Six boxes @$2.00 each	$ 12.00
Transparency acetates. Acetate and negative sets for photo copy 8½" X 11" - 100 sheets per packs at $17.78 per pack	$$177.80
Acetate Diazo 8½" X 11" 25 sheets per pack. $4.10 per pack in the following colors: Black, Red, Green, Blue, Violet, Orange, Yellow, Sepia	$ 99.00
Acetate Sheets (clear) 10½" X 10½" 3 packs-100 sheets per pack-$5.95 per pack	$ 18.00
3 gals. 27% Ammonia ½ roll masking tape	$ 9.00
Photo copy Positive Paper #78-1015, 1 pkg. of 500 sheets $17.80 - 10 pkgs.	$178.00
Photo copy Negative Paper #77-1015; 1 pkg. of 500 sheets $20.00 - 10 pkgs.	$200.00
Developer Concentrate #74-6000; $1.25 a qt. 12 qts. a yr.; 3 yrs. 366 qts.	$ 45.00
Duplex Positive Paper #78-5011; 100 sheets a pkg. $7.15 a pkg. 10 pkgs.	$ 71.50

Acetate Sheets Matte 70½" X 10½"; 3 packs - 100 sheets per pack. $7.50 per pack	$ 22.50
3 Colligiate A Basic Templete Sets $20.00 per set	$ 60.00
3 Magnetic Tape Splicers at $5.50 each	$ 16.50
5 dozen Pencil Pkgs. for Acetate Marking (Black) $1.80 a dozen	$ 9.00
20 pkgs. felt tipped coloring pens (fine) $3.50 per pack	$ 70.00
20 pkgs. of pencil packs at $1.05 per pack	$ 21.00
12 pkgs. Developer for "Headliner" film at 60¢ per pack	$ 7.20
3 dozen boxes of printing film for "860 Headliner" at $65.60 a dozen (50 ft./box)	$ 196.20
1 dozen Headliner printing paper (100 ft. roller) $53.60 a dozen	$ 53.60
12 pkgs. fixer for "860 Headliner" film 60¢ per package	$ 7.20
Local Filmstrip and Script	$ 650.00

Expendable Materials:

Materials for lettering transparencies for overhead projector, other expendable materials and taxes.

Total for audio-visual expenditures	$3,650.00

Additional materials if needed will be financed by the Wayne County Board of Education.

EXHIBIT I, Part A and B

Budget Notes

100 ADMINISTRATION

Director's Salary - $10,000.00 per year For three year period	$	30,000.00
Travel for Director (.08 per mile) $720.00 per year For three year period		2,160.00

The Director will maintain a close working relationship with local educational community agencies, the North Carolina State Department of Public Instruction, the United States Office of Education, the Learning Institutes of North Carolina, Regional Educational Laboratories, and area universities and colleges.

Secretary to Director - $3,600.00 per year For three year period		10,800.00
Office Supplies and Materials		1,500.00
SUB-TOTAL	$	44,460.00

200 INSTRUCTION

Part-time teachers (16) - $71,539.20 per year For three year period		214,617.60

Part-time teachers will be employed and pay will be pro-rated on the number of hours employed. For example if a teacher's certificate calls for $30.00 per day and she is employed one-half day, she will be paid $15.00. Part-time equivalent of 16 full-time teachers at $4.14 per hour for six hours daily for 180 days is $71,539.20 per year.

Travel (.08 per mile) - $562.50 per year For three year period		1,687.50

Part-time teachers will attend regularly scheduled workshops at the Diagnostic Center. Purposes of these workshops are to provide information and techniques for teacher-parent consultations. Part-time teachers will also be assisted in techniques of home visitations.

200 INSTRUCTION - Continued

Consultants - $1,000.00 per year For three year period (6 trips - 2 trips each year)	$ 3,000.00
Travel for consultants - (.08 per mile) $500 per year For three year period	1,500.00
Travel from Duke University at Durham, North Carolina, East Carolina College, Greenville, North Carolina, and University of North Carolina at Chapel Hill, North Carolina. (Visiting in Wayne County Schools).	
Audiovisual Staff Member - $5,410.00 per year For three year period	16,230.00
Travel (.08 per mile) - $618.75 per year For three year period	1,856.25
To conduct workshops in various schools and go from school to school to assist and instruct teachers in the use of communicative materials.	
Diagnostic Center Aides (2) - $7,200.00 per year For three year period	21,600.00
Travel (.08 per mile) - $360.00 per year For three year period	1,080.00
To attend workshops in various schools in order that they may be of assistance to teachers in suggesting materials when they come to the Center for help.	
Reading, Speaking, and Listening Specialists - $10,000 For three year period	30,000.00
Travel (.08 per mile) - $1,000.00 per year For three year period	3,000.00
The Reading, Speaking and Listening Specialists will be paid at the rate of $25.00 per clock hour for a total of 400 clock hours annually.	

200 INSTRUCTION - Continued

Individual Testing and Evaluating Materials	$	3,000.00
IBM machine time to score test and evaluations - 6 hours @ $100.00 per hour		600.00
This amount will be supplemented by the Wayne County Board of Education as an integral part of the testing program.		
Audiovisual Supplies and related materials		3,000.00
Local Filmstrips and scripts		650.00
Travel for two mobile units at .12 per mile. These mobile units will go from school to school delivering films and filmstrips, records, and other audiovisual equipment desired by teachers of the pre-school program. Mobile units will render services after school hours, on holidays, and summer months when regular school is not in session. For three year period	-	1,500.00
Six outstanding local team leaders from the Wayne County Administrative Unit will visit exemplary schools of the Nation with similar programs to compare, evaluate, and upgrade the PREAMBLE Program. Teachers chosen to participate in the travel aspects will have exemplified competencies and expressed desire for further knowledge and self-improvement. These teachers will receive $20.00 daily subsistence for ten days - $1,200.00. Travel - Commercial or private - $1,200.00		2,400.00
SUB-TOTAL	$	305,721.35

600 OPERATION OF PLANT

Operation of plant - $334.00 for first year and $333.00 for each of the next two years. Phones, Lights, Janitorial services (after regular hours), Miscellaneous supplies.		1,000.00
SUB-TOTAL	$	1,000.00

700 MAINTENANCE OF PLANT

Minor repairs to exterior and interior - $1,000.00 per year. Repair and replacement of parts for equipment For three year period		3,000.00
SUB-TOTAL	$	3,000.00

OTHER

Social Security and Retirement $13,126.55 per year For three year period	39,379.65
	$ 39,379.65

GRAND TOTAL $393,561.00

CONCLUSION

Many elementary schools throughout the country are attacking the problem of cultural differences by abandoning the traditional self-contained classroom for the ungraded organizational approach.[1]

Many disadvantaged students entering the first grade need traditional readiness experiences before formal reading begins. The student and his teacher are handicapped, and under pressure to complete the requirements of grade one before promotion to grade two. In many instances the student meets with failure to "measure up" to the school standards.

Research has found most of the theoretical claims of non-promotion to be invalid. Only about 20 per cent of repeaters do better during the second term in a grade than they did in the preceding term, while about 40 per cent actually do worse.[2]

Many schools are using team teaching as an attempt to meet the needs of disadvantaged children. Team teaching implies a cooperative effort of two or more teachers working together to plan, organize, implement and appraise curriculum and instruction.[3] Wayne County has an obligation to provide alternatives for the thirty per cent of its children that cannot or will not adjust to the "established" curriculum and organizational pattern and become dropouts.

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1. Glen Heathers. "The Role of Innovation in Education," The National Elementary Principal, XLIII, (September, 1963), 10.

2. Henry J. Otto and David G. Sanders, Elementary School Organization and Administration (4th edition) New York: Meredith Publishing Co., (1964), 141.

3. Albert H. Shuster and Milton E. Ploghoft. The Emerging Elementary Curriculum, Columbia, Ohio: Charles E. Merrill Books, Inc., (1963), 131.

Titles I and II of the Elementary and Secondary Education Act of 1965, and the other financial resources have rendered invaluable financial assistance to provide for students of the Wayne County administrative unit. However, additional personnel will provide the flexibility needed to fully utilize available equipment, supplies and services.

Governmental and educational leaders are becoming increasingly aware of the problems encountered in providing quality education for the economically deprived and culturally disadvantaged students of large urban areas. However, comparatively little attention has been given to the educational opportunities of deprived students in rural areas. Leaders have recognized that many of the causes of urban deprivation are not indigenous to the large urban areas, but rather to problems created by mass immigrations of unskilled and functionally illiterate rural Southerners.[1] The rural areas of the South, lacking adequate cultural, economic and educational opportunities, have become the breeding grounds of urban deprivation.

Hamilton has stated: "A person with less than an eighth grade education is finding it easier to get work in the Non-South and possibly more difficult to return to the South once he has left."[2] With increased importance educational attainment is becoming the most rigid means of acculturation and assimilation of lower-class people into middle-class society.

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1. Dr. Robert Rankin in an address at the Kappa Delta Pi banquet in Durham, North Carolina, on April 29, 1966, stated in the recent investigation by the Commission on Civil Rights that 47 per cent of Welfare in Cleveland, Ohio, were born in the Southern States.

2. C. Horace Hamilton. "Continuity and Change in Southern Migration", Reprinted from The South in Continuity and Change. Edited by John C. McKinney and Edgar T. Thompson, Durham: Duke University Press, (1965), 70.

One of the most important aspects of the entire educational process is the teacher. Enthusiastic, well prepared dynamic teachers have proven that success is attainable with students of economically deprived areas. However, writers agree that most schools serving communities of high educational disadvantagement are staffed with less competent teachers.[1]

The PREAMBLE Staff believes with the implementation of this proposal teacher self-improvement will also improve instruction services in the schools of Wayne County.

Engraved on the base of the Statue of Liberty are these words:

> Give me your tired, your poor, your huddled masses yearning to breathe free, The wretched refuse of your teeming shore, Send these, the homeless, tempest-tossed, to me. I lift my lamp beside the golden door.

The golden door to freedom and prosperity does not rest in the entrance of New York Harbor. It rests, rather at the entrance to the classrooms of America's schools. Freedom is not an element of matter; if it exists at all, it exists in the world of ideas, which reside in the hearts and minds of men.[2]

America's greatest natural resource is its people. Compensatory education is necessary if the golden door is to be opened to the educationally disadvantaged student.

If the educationally disadvantaged children attending our public schools are not the "wretched refuse" of democratic education, they should not be treated as though they were.

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1. A Harry Passow (ed.), Education in Depressed Areas. New York: Teachers College, (1963), 19.

2. Dallas Herring. (The Forest and the Trees) Remarks delivered to Faculty Club, University of North Carolina, Chapel Hill, (December 12, 1961), 3.

The masses of disadvantaged adults are creating an uneasiness among the American Society. Whether they will bring about their own self-destruction or lead us all into a new day of harmonious living depends almost entirely on the extent to which they gain the basic education for the development of future specializations. The lower-class American cannot understand the issues and appreciate the values of middle-class society unless he is allowed to participate and experience middle-class rewards.

For the past several years educators and social scientists have accumulated an increasing amount of insights concerning the causes, and suggest preventative programs for the disadvantaged scholar. The findings indicate:[1]

1. Early diagnosis of maladjustments is possible.
2. Maladjustments are more easily prevented when designed for students' formative years.
3. Potential talent can best be developed if it is cultivated early.
4. "It is possible to rehabilitate severely maldeveloped children, but it takes extremely intensive, long, personalized treatment."[2]

The PREAMBLE Committee believes the developmental proposal will expedite the implementation of a sound educational program that will truly reflect "Projects To Advance Creativity in Education."

The Wayne County Public School System has the duty and the opportunity to strengthen its most valuable resource and increase the economic, social and cultural opportunities of all its school aged clientele through education.

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1. Robert J. Havighurst, et. al., A Community Youth Development Program, Chicago: University of Chicago Press, (1952).

2. Robert F. Peck and Robert J. Havighurst, et. al. Psychology of Character Development. New York: John Wiley and Sons, Inc., (1960), 190.

OPERATIONAL PROGRAM - TEACHER IMPROVEMENT

The implementation of improved methodology in reading, speaking, writing, and listening is a major endeavor in the Wayne County Schools. The integration of instructional media as an integral part of the improved methodology has received intensive study, and if implemented, will improve teacher access to a wide variety of resources and specialized personnel.

Educational innovations, such as described in this proposal, demand a sophisticated approach by teachers, administrators, and specialized personnel if satisfactory implementation is to occur.

Materials and instruction must be organized to assist teachers in effectively performing their objectives. Participating teachers will be instructed in the motivation of learners, and the diagnosing of class and individual needs. Teachers will be taught how and to whom referrals should be made. Teachers will be taught how to improve instruction and to better utilize instructional materials, teach and guide learning, counsel and advise pupils, evaluate pupil progress, and confer with parents concerning their children. Teachers will receive assistance in coordinating and synthesizing available learning materials for students with diversified cultural backgrounds. Corbin and Crosby (1965)[1] described "the disparity existing between curriculum guides and their enactment" and claimed that "the programs were outstanding on paper. What was missing was an effective method of putting them into action."

The Wayne County Diagnostic Center and Services is program and technologically oriented. The Center's primary objective is the implementation of sound educational programs into practice.

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1. Richard Corbin, and Muriel Crosby. Language Programs for the Disadvantaged: The report of the N.C.T.E. Task Force on Teaching English to the Disadvantaged. Champaign, Illinois. (1965).

The leadership of Project PREAMBLE is necessary to develop, demonstrate and coordinate an enriching program of in-service teacher improvement.

From what has already been said about Wayne County teachers participating in the in-service programs, the need for additional and enriching experiences is exemplified. Though many participating teachers and administrators have demonstrated their ability to produce highly acceptable curriculum guides and courses of study, these same teachers and administrators have demonstrated their inability to implement programs to achieve the prescribed objectives.

The PREAMBLE Director must provide educational experiences for teachers which will permit a realistic approach to what is written as guides, and the instructional program that the teacher is actually using. Establishing innovative teaching practices requires more emphasis on the part of the administration and a greater involvement and effort from the teacher.

Most of the teachers in the Wayne County Administrative Unit are willing to change their instructional methods and techniques. Their primary concern, as expressed by teachers on the planning committee, is additional information from the innovators regarding effective implementation of change.

The problem becomes more critical when one considers that the teachers do not understand the theories, content, and structure of knowledge and learning that are an integral part of the process of innovation.

Before the basic needs of Wayne County students can be met through the implementation of new programs, the teachers must be trained in the new teaching-learning interaction processes that are inherent in the program. The PREAMBLE staff has endeavored to develop a method of teacher improvement that is child-centered rather than content-centered.

In-service education has received additional momentum as a result of recent curriculum changes. However, thus far no truly promising program has been developed in North Carolina. The local educational agencies from economically deprived areas have not had the financial resources to develop and disseminate a significantly new and different program for teacher self-improvement at the local level.

Most programs directed toward teacher improvement, have failed to encompass enough teachers from each local educational agency to provide unanimity of purpose and knowledge which enables significant program changes.

For purposes of in-service instruction, teachers will be tested and assigned to one of three groups depending upon objective and subjective test scores. The program of in-service training will be determined by proficiency level of participants, whether dealing with reading, speaking, writing, and listening or the integration of technological media into the instructional program.

The in-service training program proposed is devoted to working with the regular classroom teachers in grades one through eight. The program is designed to assist the teachers in a systematic developmental self-improvement program with special emphasis upon reading, speaking, writing, and listening competencies. It is anticipated that, through this program, teachers will be better able to provide, for students in the Wayne County Schools, educational experiences in language arts. Hopefully, this habilitation in the formative years will eliminate the need for much rehabilitation in later life.

The program itself is based solidly on a structured, contemporary, carefully designed approach to the upgrading of instruction of the presently employed regular classroom teachers of Wayne County. The basic design of the program for teachers begins with fundamental instruction in the area of the language arts - listening, speaking, reading, and writing. In addition, it will enable teachers to become not only well-trained in the arts of communication, but also proficient in the use of various audio-visual media. These dual teaching techniques will enrich and extend the background of experiences of the pupils in the teaching-learning situation.

Emphases placed on fundamental reading, speaking, writing, and listening instruction for the classroom teacher will be followed by structured observation and teacher-language arts specialists-college consultant conferences. A major purpose of the conferences is to meet the immediate needs of the teacher, as well as to modify and refine his teaching techniques. As a result the teacher will be more able to promote desirable patterns of behavior, and to better assist pupils in the acquisition of knowledge and skills in the language arts. When such attributes and abilities become a part of the individual pupil, his total self-image will be enhanced and directed toward the fulfillment of his innate talents.

Team leaders who respond to the basic learnings will demonstrate techniques in the teaching of the language arts to small groups of regular classroom teachers. These demonstrations will be the result of careful team planning and team evaluation under the guidance of the college consultant and administrative staff.

In an effort to lead the teacher to discover ways to improve and upgrade his instruction for the benefit of the pupil, carefully planned demonstration lessons in the language arts will be taught by college specialists, upon request.

The practices involving demonstrations, conferences, and follow-up work will be continuous and parallel to basic instruction given by the college consultants. The purpose is to involve each teacher in team planning, team teaching, and team evaluation. Team participation affords each classroom teacher with an opportunity to participate in the improvement of the teaching-learning process of a sequentially-systematically designed program in the language arts.

The basic design of the program will focus upon the growth of the individual child in the area of language arts, and will incorporate the following educational objectives:

1. To utilize the language arts and the positive cultural factors of educationally and economically disadvantaged pupils in an effort to guide them in substituting acceptance for rejection, feelings of adequacy for feelings of inadequacy, and success for failure.
2. To adjust the language arts program to meet the particular level of learning of each child in the classroom situation, and to keep in mind that each child learns as a whole, and that this acting and learning are influenced by his self-image.
3. To follow the plan of action which respects the developmental tasks of each child and parallels sequential instruction to each level of development.

4. To recognize multi-level learning in the area of the language arts within each classroom situation by grouping and re-grouping in light of immediate needs.
5. To establish and maintain realistic standards in the language arts area for the reluctant learners, under-achievers, and over-achievers.
6. To implement a comprehensive program of evaluation by utilization of standardized achievement tests, and standardized diagnostic tests. Teacher judgment will be used as a subjective evaluation.

In the final analysis, the heart of a strong program is the teacher who possesses those competencies which will meet the needs of a sequential developmental program in the language arts. The realization of specific objectives for the pupils is determined by the competencies of the teacher.

Parallel to the designated pupil objectives of the proposed program, there are definitive objectives for the teacher:

1. To lead the Wayne County classroom teachers to understand the inter-relatedness which exists between sociological factors and all facets of the language arts.
2. To emphasize those patterns of culture which are necessary in the cultivation of positive action, basic values, and economic efficiency as they are related to the language arts.
3. To awaken within the classroom teacher an awareness of the interests of the under-privileged child. These interests should be used as points of departure in the teaching of the language arts.

4. To cultivate a genuine respect on the part of the language arts teacher for the efforts of deprived pupils in coping with frustrating life conditions.
5. To assist the teacher to develop the ability to discriminate auditorily the basic English speech sounds, emphasizing articulation, enunciation, and pronunciation.
6. To strengthen the instruction of the classroom teacher in the areas of language arts by introducing him to the techniques involved in guiding the child in the acquisition of:
   a. a broad basic vocabulary
   b. an extended speaking vocabulary
   c. skills of visual and auditory discrimination
   d. basic knowledge related to phonics training
   e. skills of structural analysis
   f. a pattern of guided silent reading followed by rhythmic reading
   g. language skills; for example, capitalization, punctuation, indentation, grammatical usage, and choice of words
   h. skills necessary to lead the child to verbalize creatively his ideas, later teaching the mechanics of simple story writing; for example, sentence structure, paragraphing, story plot, climax, and characters, scene, and action
   i. skills of comprehension; for example, main ideas, supporting details, and sequence of ideas and action

7. To cultivate the habit of self-evaluation on the part of the classroom teacher by encouraging her to keep in mind the following criteria:

   a. How was the responsive environment established?

   b. By what means were the actual experiences of children utilized to foster motivation?

   c. How did the master teacher use enriching experiences in extending the skills of interpretation?

   d. What reading techniques and skills did the master teacher demonstrate in the teaching of the language arts?

   e. How may the skills of listening, speaking, reading, and writing be used as tools in leading a pupil to become an independent student?

Tape recorders will be used to aid both teachers and students in evaluating their speech habits.

The Basic Instructional Program for the Classroom Teacher in Language Arts

I. The psychology of reading

A. The reading process per se

B. The reading process involves:

1. visual discrimination

2. auditory discrimination

3. acquisition of independent identification of words

4. accurate return sweep of eyes

5. rhythmic progression

6. adjustment of rate

C. Reading is:

1. thinking

2. experiencing

3. interacting

4. comprehending

5. interpreting the printed page

6. perceiving

II. The interrelated facets of a basic language arts program. Grouping procedures

A. Clarification of general objectives in the teaching of reading, such as, to read poetry with feeling

B. Clarification of a specific objective in the teaching of reading, such as, to know the letter sound of the consonant "m"

C. Recognition of the characteristics of developmental reading program for the culturally different.

D. Planning and execution of guided reading day-by-day, as exemplified in noteworthy teachers guidebooks of carefully selected graded series of books.

E. Recognition that the basal reader approach must be coupled with individualized or personalized reading in order to sustain interests and meet instructional needs of children

III. Identifying the teacher and pupil instructional level

A. Using test results to develop awareness of weaknesses and strengths of teachers

B. Using diagnostic instruments to assist in assessing capacity and needs

IV. The Other Arts of Communication

A. Speaking and listening

1. Diagnosing the instructional needs of teachers and pupils

2. Determining awareness of unique related factors involved in the area of listening and speaking

3. Establishing habits of good enunciation, pronunciation, and articulation

4. Teaching patterns of listening and auditory discrimination with emphasis upon language laboratory experiences

B. Handwriting

1. Diagnosing the instructional needs of teachers and pupils

2. Demonstrating manuscript and cursive writing

3. Evaluating manuscript and cursive writing

4. Discussing research trends

C. Oral and written communications

1. Diagnosing the instructional needs of teachers and pupils

2. Analyzing and correcting the common errors in oral and written expression

D. Spelling

1. Diagnosing the instructional needs of teachers and pupils

2. Acquiring practical techniques in developing, maintaining and applying a basic spelling vocabulary

V. Promising Practices in Language Arts

A. Use of various audio-visual media as they relate to and supplement the language arts

B. Reading as the elemental skill of the language arts

VI. Vocabulary Development

A. Building and extending background of teachers and pupils

B. Extending skills and drills of word-analysis

1. Basic vocabulary

2. Phonetic analysis

3. Structural analysis

4. Combined methods

C. Dictionary study as an aid to word perception

1. To locate entry skills

a. Use of alphabetical order

b. Use of guide word

c. Identify a root word in an inflected or derived form

2. To derive the pronunciation of an entry word, he should be able to

a. Identify consonant and vowel sounds in pronunciation key

b. Blend sounds into pronunciation units

c. Recognize syllabic divisions and accents

3. To derive shade of meaning of a new word in light of context.

a. Comprehend dictionary definitions

b. Select the meaning that is appropriate to a given context

c. Adapt the appropriate definition of a word to fit given context

VII. Developing comprehension and study skills

A. Comprehension and Recall

1. Use of work-study skills in establishing points of departure in the teaching of reading, such as, reading for

a. Main ideas

b. Supporting details

c. Predicting outcomes

d. Noting relationships

e. Recognizing and utilizing sequence

f. Organizing and summarizing

g. Noting various language patterns

h. Following precise directions

2. Analysis of personal vocabulary power

3. Development of and extending vocabulary power

4. Demonstrating that structural and phonetic analysis determines independence in the total reading process

5. Directing planned activities; illustrating techniques involved in establishing purposes of silent and oral reading

6. Relating language arts and the total reading process to content subject fields

7. Refining literary values of participants for the purpose of transmitting appreciations of one's cultural heritage to his community

B. Skimming

1. Finding main ideas

2. Identifying words from context

3. Finding specific information

C. Creative and Critical Reading

1. Making inferences

2. Seeing relationships

3. Visualizing character, mood, and action

4. Making judgments

D. Locating Information

1. Using alphabetical order

2. Using a table of contents

3. Using an index

4. Using a card catalogue

5. Using an encyclopedia

6. Using maps, diagrams, schedules, charts, and graphs

E. Organizing Information

1. Using reading skills in research activities

2. Note-taking

3. Outlining

4. Summarizing

VIII. Developing Skills of Oral and Written Comprehension

IX. Techniques of Evaluation

Throughout the program, a continuous, comprehensive evaluation will be a significant aspect. This evaluation will be in the form of teacher-specialists in language arts, college consultant conferences, counseling with

teachers, and standardized and teacher-made tests.

In the final analysis, up-grading the instruction of the classroom teacher and improved achievement of the pupils will be evidence of the success of the proposed program. This program aims to make pertinent recommendations as to sound methods of teaching children how to read and how to mobilize themselves in a fluid society.

The consultants, teaching staff, and teaching teams may project criteria involving these considerations:

A. How well has the program met its overall objectives?

B. Has each participating teacher shown growth in the knowledge and skills of:

1. teaching of reading
2. capitalizing upon the daily-life experiences of pupils
3. using techniques of experience-chart writing
4. producing ard evaluating teacher-made materials
5. establishing reading levels of pupils
6. understanding that the culturally-different child is a product of his immediate environment
7. recognizing fundamental and contributing factors to patterns of behavior?

C. Has each pupil grown in his ability to

1. express himself with confidence and competence
2. recognize the significance of his self-concept as he projects himself in written and oral form
3. value his role in the social structure in which he finds himself

4. read with skill

5. communicate with proficiency?

D. Have scheduled conferences proved beneficial to the teaching participant?

E. Has the subject matter served to broaden the understanding and vision of the teacher in the classroom situation?

F. Have the scheduled conferences been geared to promoting and providing feelings of adequacy for teachers and pupils?

G. Did the structured observations demonstrate effectively the teaching of the language arts, and the writing and construction of teacher-made materials?

H. Has the teaching team

1. utilized effectively the techniques of team planning and teaching
2. demonstrated progressive practices and procedures in teaching-learning situations
3. respected the position of the culturally different child and his possible contribution to society
4. achieved personal and professional gains from the program?

I. Has the over-all program neglected the position or place of parents in its total design?

In conclusion, the consultants of the program will invite each teacher to share the benefits he has gained, to make valid criticisms, and to state suggestions for improvement.

U.S. Department of Health, Education, and Welfare
Office of Education
Division of Plans and Supplementary Centers
Washington, D.C.
OE Form No.

Budget Bureau No. _____

PLANNING GRANT
(P.L. 89-10, TITLE III)

APPLICATION FOR FEDERAL GRANT TO PLAN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

OE Project No.

Title of Project Supplementary Education Center

The Applicant: Wayne County Board of Education
Legal Name

Address Drawer 27

Goldsboro, North Carolina

hereby applies to the United States Commissioner of Education for financial assistance for planning the supplementary educational center, services or activities described in this application, pursuant to the provisions of Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Substantiating document attached)
2. The activities and services for which assistance is sought under this title will be administered by or under the supervision of the applicant;
3. In the planning of the program proposed in the application there has been, and in the establishing and carrying out of that program there will be, participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW Form 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;
7. Copies of this application have been submitted for review and recommendation to the State educational agency;
8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said

applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s).

I, Gerald D. James, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: November 10, 1965

Wayne County Board of Education
(Legal Name of Applicant)

BY: _____
(Signature of authorized representative)

Superintendent, Wayne County Schools
(Representative's title)

STATE OF NORTH CAROLINA
COUNTY OF WAYNE

NOTARY PUBLIC: Subscribed to before me this

_____ _____ _____
Date City State

SIGNATURE OF NOTARY PUBLIC _____

DATE NOTARY'S COMMISSION EXPIRES _____

PART I

GENERAL DATA - PLANNING GRANT

1. Official name and address of local public educational agency submitting this application: Wayne County Board of Education
Drawer 27
Goldsboro, North Carolina

County of Wayne

The State data processing code(s) for the local district(s) 960

2. Name, official title, and address of the person authorized to receive and administer the grant: Dr. Gerald D. James
Superintendent, Wayne County Public Schools
P.O. Drawer 27
Goldsboro, North Carolina

Telephone No.: 919 (Area Code) 735-4331 (Local No.) 16 & 17 (Extensions)

3. Name, title, and address of the project director: Unknown at this time

Telephone No.: 919 (Area Code) 735-4331 (Local No.) 16 & 17 (Extension)

4. Types of functions to be funded:

X Planning of program

5. 83,000 Total estimated size of group (number of persons) to be served by this proposed project at time of application. If possible indicate the general classification(s) of persons or groups to be served by the proposed project. Kindergarten through adults

6. The substantive educational and cultural needs that will be taken into account by this project are:

1. Comprehensive guidance and counseling, remedial instruction, and school health, physical education, recreation, psychological, and social services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;

2. Making available modern educational equipment and specially qualified personnel, including artists and musicians, on a temporary basis to public and other nonprofit schools, organizations, and institutions;

3. Developing, producing, and transmitting radio and television programs for classroom and other educational use;

4. Providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunity, including, where appropriate, the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, and visiting teachers' programs; and

5. Other specially designed educational programs which meet the purposes of this title.

7. Total personnel to serve on planning project:

Staff Positions	Full-Time	Part-Time	Full-Time* Equivalent
Professional	1	5	1
Non-Professional	3		
TOTALS	4	5	

*These part-time personnel will be primarily consultative and resource people. Universities, Colleges, Health Departments, Doctors, will be utilized by workshops and in-service training.

8. Estimated cost of the proposed planning project:

$ 45,915.00 Total Cost

$ 5,000.00[2] Total non-Federal support

$ 40,915.00 Total Federal support under Title III, P.L. 89-10

$ _____ Total Federal support other than Title III, P.L.89-10

9. Name anticipated sources and amount of Federal support other than Title III, P.L. 89-10 directly affecting this project.

Anticipated sources of Federal support other than Title III, P.L. 89-10 are Title I, II of E.S.E.A., Title III, V of National Defense Education Act. It may be possible to budget $100,000.00 during the 1966-67 school term.

[2]Estimated.

10. List the sources and amount of non-Federal support for this project.

The $5,000.00 will be "in-kind" support, for example, office space, materials, lights, heat, consultative services, etc.

PART II

APPLICATION FOR A PLANNING GRANT

SECTION I: ABSTRACT

A. There is a desperate need for a cultural and resource center in the Wayne County, North Carolina area. This center should encompass programs and experiences for the classroom teacher, academically talented students, college bound students and culturally disadvantaged and economically deprived youth and adults. Teachers must be made aware of and create an atmosphere conducive to changes and innovations.

B. The innovative ideas and exemplary programs will be emphasized through: An in-service training program for teachers to enhance their cultural background; for research materials and facilities for the use of high school students, Mount Olive Junior College and East Carolina College Center for courses heretofore not offered because of inadequate research materials.

C. The Procedures to be used in planning are:
Survey teams, inter-visitations, questionnaires, conferences and consultants.

D. Financial support is needed to employ additional professional personnel and secretarial help.

E. The agencies that will participate in the planning are:
North Carolina State Department of Public Instruction, Wayne County and Goldsboro City Boards of Education, East Carolina College Center, Goldsboro, North Carolina, Mount Olive Junior College, Mount Olive, North Carolina, Wayne Technical Institute, Goldsboro, North Carolina, Goldsboro Historical Society, North Carolina College at Durham, North Carolina, and Goldsboro Art Council.

SECTION II: PURPOSE OF THE PLANNING GRANT

A. The Objectives are:
To secure staff necessary to coordinate ideas concerning the project, such as: location of center, equipment and facilities needed, to determine what facilities are now available and to evaluate the overall project.

B. To provide for study in the Humanities and Social Processes. To gain insights that will provide for better understanding and education of the educationally deprived, to upgrade teacher methods, skills, and background knowledge.

C. The emphasis will be given to improve teacher preparation with seminars and conferences. To select and create materials that will facilitate the learning process of the educationally disadvantaged and culturally deprived. To create a setting in which library facilities, art exhibits, lectures, concerts, films and recordings may be provided for all students and to provide research material for academically talented and college students.

D. We need surveys to locate educationally deprived, and research needs of academically talented and college students. The information needed will be secured by home visitations, survey cards, questionnaires and school participation. We will need consultative services in research materials, reading, humanities and for materials and methods for educationally deprived.

E. The Wayne County Schools have participated in the following planning activities and projects in the last three years: Comprehensive School Improvement Project, Classes for accelerated children, special education classes for educable, and Summer Readiness for pre-school children. The selection of these students was based upon need. The students were selected through surveys, testing programs and teacher-parent conferences.

SECTION III: Personnel

Director - - - - - - - $6,000.00 from January 1, 1966 to June 30, 1966
Secretary - - - - - - 3,000.00 from January 1, 1966 to June 30, 1966
Social Worker - - - 2,000.00 from January 1, 1966 to June 30, 1966
Social Worker - - - 2,000.00 from January 1, 1966 to June 30, 1966
*Professional Consultants - $15,000.00

*Approximately fifty dollars ($50.00) per day plus travel expenses.

SECTION IV: Facilities and Services

Geographic Area Served

This program will serve all of Wayne County, North Carolina. Youth will be enrolled without regard to their place of residence within the county. Since we have concentrations of population in the town of Mount Olive and the city of Goldsboro, there will be a high concentration of enrollees in these areas.

Wayne County, with a population of 83,000[6] is in the heart of the eastern North Carolina tobacco farming area. Most of the available employment is agriculturally connected. The county has relatively few industrial plants. These are about equally divided between the textile, furniture, and food processing industries. The largest single type of industrial employment within the area is in the residential building industry. This has come to the county because of a demand for housing in the area of Seymour Johnson Air Force Base located at Goldsboro.

The latest census shows that 30.4% of the civilian labor force within the county were in white collar jobs, 13.5%[1] were employed in manufacturing industries, and 22.6% were employed in agriculture.[1] Seven per cent were employed in miscellaneous types of occupations and 6.5% were unemployed.[3]

The incidence of poverty level employment is somewhat obscured in this data due to the fact that the county had a 27.7% increase in population between 1950 and 1960[6] with most of the new workers entering manufacturing and white collar jobs associated with the growth in business around Seymour Johnson Air Force Base. During this same period the agriculture industry was largely mechanized, thus eliminating many agricultural jobs. This is evidenced in part by the fact that 36.8% of the civilian labor force work less than 40 weeks per year.[3] None of these figures reflect an additional wave of displaced farm workers brought about by a cut of 29.5% in tobacco acreage allotments in the last two years.

The median family income for the county is $3022.00 and 9,130 families or 49.7% of the families within the county had incomes of less than $3000.00 at the last census.[1 & 2] 1.7% of the population is receiving public assistance.[5] The ratio of non-workers (persons under 18 years of age or over 65) to workers for the entire county is 1.92.[1] This ratio is much higher in the lower income groups. Most of the workers with less than $3,000.00 income must support four or more people in addition to the wage earner.[9]

The effect of this situation on the low income groups in the county is shown by the fact that 46% or 10,094 of the homes within the county are unsound or lack adequate plumbing facilities.[8] 19% of the homes are overcrowded with more than one family member per room.[8] 16.8% of the adults in the county have less than 5 years of education.[1]

While it is difficult to determine the extent of hardship that this poverty condition has made for the youth of the county, it is evident that it is severe. By far the majority of the large families are in the low income groups. Ten or more children in one family is not uncommon. Over 10% of the children are illegitimate.[5] The school drop-out rate at the last census was 21%.[1] 59.4% of the young men drafted during the last five years have been found unfit for military service.[7] Nearly 2% of the children are in juvenile court before their 16th birthday.[9]

Employment for 18 year olds is virtually non-existent unless they have had some type of specialized training.[10] Traditionally, the school curriculum in this area has been of a college preparatory type, with little provision for vocational training. Vocational training programs now being organized will be too late for many of our young people who are already faced with unemployment.

BIBLIOGRAPHY

[1]U.S. Census of Population: 1960. General Social and Economic Characteristics, North Carolina by the U.S. Bureau of Census

[2]County and City Data Book, 1964 by the U.S. Bureau of Census

[3]Unemployment data from Economic Summary of North Carolina, mimeographed report by the Bureau of Employment Security Research, Employment Security Commission of North Carolina, August, 1963

[4]Biennial Report of North Carolina State Board of Public Welfare, July 1, 1958 to June 30, 1960

[5]Annual Report of Public Health Statistics Section Part 2, North Carolina State Board of Health, Epidemiology Division, 1961

[6]U.S. Census of Population: 1960. General Population Characteristics, North Carolina by the U.S. Bureau of Census

[7]Mimeographed report from State Headquarters, North Carolina Selective Service System, November 25, 1965. This report was prepared by the Selective Service System for the North Carolina Fund.

[8]U.S. Census of Housing: 1960. Volume I, State and Small Areas, N.C.

[9]North Carolina Mental Health Council - Base Line Data for Planning: County Profiles, mimeographed report, January, 1964

[10]Report from Local Employment Security Commission Office, Goldsboro, N.C.

SECTION V: MATERIALS AND SUPPLIES

A. Itemized materials and supplies listed as EXHIBIT II.

B. Purchase of materials and equipment are necessary to objectively project the nature and scope of the Resource Center. The planning grant will enable the personnel employed to gather both subjective and objective data. However, the very essence of the total project is the interpretation and action necessitated by a thorough evaluation of information gathered.

SECTION VI: BUDGET

A. A breakdown of budgetary items are listed as Exhibit I.

B. If this planning results in an operational project, inclusive Federal funds expended for the first fiscal year might exceed One Million Dollars ($1,000,000.00). The total expenditure will be determined by -

1. Total cultural fields encompassed and
2. Planning group recommendation regarding merging with the City of Goldsboro and other areas to be served.

EXHIBIT I: PROPOSED BUDGET

REQUEST FOR PLANNING GRANT TITLE III, P.L. 89-10

Name of Applicant Wayne County Board of Education

Address of Applicant Drawer 27, Goldsboro, North Carolina Date Submitted 11-10-65

For project planning grant beginning 1-1-66 and ending 6-30-66.

Expenditure Accounts (Estimated Expenditures)				
Title (1)	Account No. 1/ (2)	Total Amount (3)	Source of Funds: ESEA III (4)	Source of Funds Other (5)
PROGRAM PLANNING				
1. Salaries	110	13,000.00	13,000.00	0
2. Contracted Services for Administration	120	15,000.00	15,000.00	0
3. Other Expenses (Includes materials and supplies in Exhibit II)	130	12,915.00	12,915.00	0
4. TOTAL		40,915.00	40,915.00	5,000.00

1/ Account No. refers to code series in the handbook, "Financial Accounting for Local and State School Systems," OE-22017, available at U.S. Office of Education and Government Printing Office.

2/ Attach sheet analyzing this total (line 4 - column (5)) in detail indicating sources (local, State, Federal) with identification of specific Federal programs.

EXHIBIT II: PROPOSED BUDGET FOR RENTAL OF MATERIALS AND EQUIPMENT
AND PURCHASE OF SUPPLIES WITH P.L. 89-10 TITLE III FUNDS, FISCAL YEAR 1966

Quantity	Name of Item	Indicate R (Rental) or P (Purchase) for each item	Description (Use this column only when the name of an item is not self-explanatory concerning the use of the item)	Unit Cost	Total Cost
1 ea.	Typewriter	P		300.00	300.00
2 ea.	File Cabinets	P		160.00	320.00
1 ea.	Calculator	P		695.00	695.00
	Test and Materials	P	Testing & Evaluation of data	4,600.00	4,600.00
				TOTAL	5,915.00

*This total is included in line 3, column 4, Exhibit I.

EXHIBIT III: ANALYSIS OF PROPOSED BUDGET

Line 1 - Column (3) a total of $13,000.00 for salaries

Line 2 - Column (3) a total of 15,000.00 for consultative services

Line 3 - Column (3) a total of 5,915.00 materials and supplies

4,000.00 Miscellaneous

3,000.00 Travel

$12,915.00 Total

Line 4 - Column (3) Grand total of $40,915.00

Line 4 - Column (5) An estimated total of $5,000.00 in kind expenditures

GRAND TOTAL OF PROPOSED BUDGET - - - - - - $45,915.00

EXHIBIT IV: GENERAL DATA - PLANNING GRANT

Wayne County is located in a rural area of Eastern North Carolina in which there are few cultural enrichments. The children of Wayne County possess a culture that is lacking in the basic essential materials necessary to form values, customs, habits and attitudes of middle class society. The children of Wayne County from poor families are educationally disadvantaged, economically deprived, and undernourished. The children of many families live in deplorable environments that necessitate short ranged and immediate goals. These students and families realize that economic independence and high social status are unattainable. Many of our children are in need of a nurse, a dentist, a dietitian, social worker and psychologist. The world of the culturally disadvantaged is very real and cannot be ignored sufficiently to concentrate on academic subjects which to them are really other-worldly matters.

Many of our disadvantaged children have difficulty adjusting to the middle-class orientated schools. Little of the ego satisfaction, the rewards, and feeling of belonging are experienced by the deprived child. The failure to master the conventional academic curriculum lowers their already insecure self-esteem and self-image.

If a Planning Grant is approved an enrichment program will be established to meet many educational and cultural needs of all students, drop-outs and adults desiring to participate. Though the plans are entirely flexible at this time it is desirable that approval of this planning grant will enable a program that will:

(1) Be culturally enriching for disadvantaged and academically talented.

(2) Create an awareness of cultural deprivation and to provide each participant with a knowledge of and desire for culture enriching experiences.

(3) Establish an atmosphere conducive to innovative and creative methodology.

(4) Involve teachers in planning and strive to improve teacher attitudes, techniques and enthusiasm.

(5) Involve lay personnel of the community.

ATTACHMENT

RESOLUTION AUTHORIZING APPLICATION TO
THE UNITED STATES OF AMERICA FOR FINANCIAL
ASSISTANCE UNDER PUBLIC LAW 89-10

BE IT RESOLVED BY The Wayne County Board of Education

THAT, Gerald D. James is hereby designated as the authorized representative of said school district for the purpose of furnishing to the United States of America such information, data, and documents pertaining to applications for funds under P.L. 89-10; and otherwise to act as the authorized representative of said school district in connection with such applications; and

THAT certified copies of this resolution be included in applications for funds which will be submitted to the United States of America.

ATTACHMENT

CERTIFICATE OF RECORDING OFFICER

I, the undersigned, the duly qualified and acting Secretary of the Wayne County Board of Education and custodian of the records of said governing authority, including the journal of proceedings of said governing authority, do hereby certify:

1. That the accompanying resolution is a true and correct copy of a resolution as finally adopted at a meeting of the governing authority of school district held on the 1st day of November, 1965, and duly recorded in my office;

2. That said meeting was duly convened and held in all respects in accordance with law and, to the extent required by law, due and proper notice of such meeting was given; that a legal quorum was present throughout the meeting, and a legally sufficient number of members of governing authority of the school district voted in the proper manner for the adoption of said resolution; that all other requirements and proceedings under the law incident to the proper manner for the adoption of said resolution, including publication if required, have been duly fulfilled, carried out, and otherwise observed; and that I am authorized to execute this certificate.

IN WITNESS WHEREOF, I have hereunto set my hand this 10th day of November, 1965.

_____
(Signature of Officer)

Gerald D. James
(Type or print name of officer)

Secretary, Wayne County Board of Education
Superintendent, Wayne County Schools

(57

THE WAYNE COUNTY BOARD OF EDUCATION HEREBY ASSURES THE U.S. COMMISSIONER

THAT:

1. It is a local educational agency as defined in P.L. 89-10, having administrative control and direction of free public education in the Wayne County School District.

2. It is a local educational agency created and authorized to construct and maintain schools under constitutional, statutory, or charter provisions; and that it may accept and disburse Federal funds to aid in financing any of its public school business.

3. The filing of this application has been duly authorized by the legally constituted governing authority of said school district and the undersigned representative has been duly authorized by formal action of said governing authority to file this application for and in behalf of the Wayne County Board of Education, and otherwise to act as the authorized representative of the applicant in connection with this application.

IN WITNESS WHEREOF the Wayne County Board of Education has caused this application to be duly executed by its undersigned representative on this 10th day of November, 1965, at Goldsboro, County of Wayne, State of North Carolina.

SIGNED _____
(Gerald D. James, Superintendent)

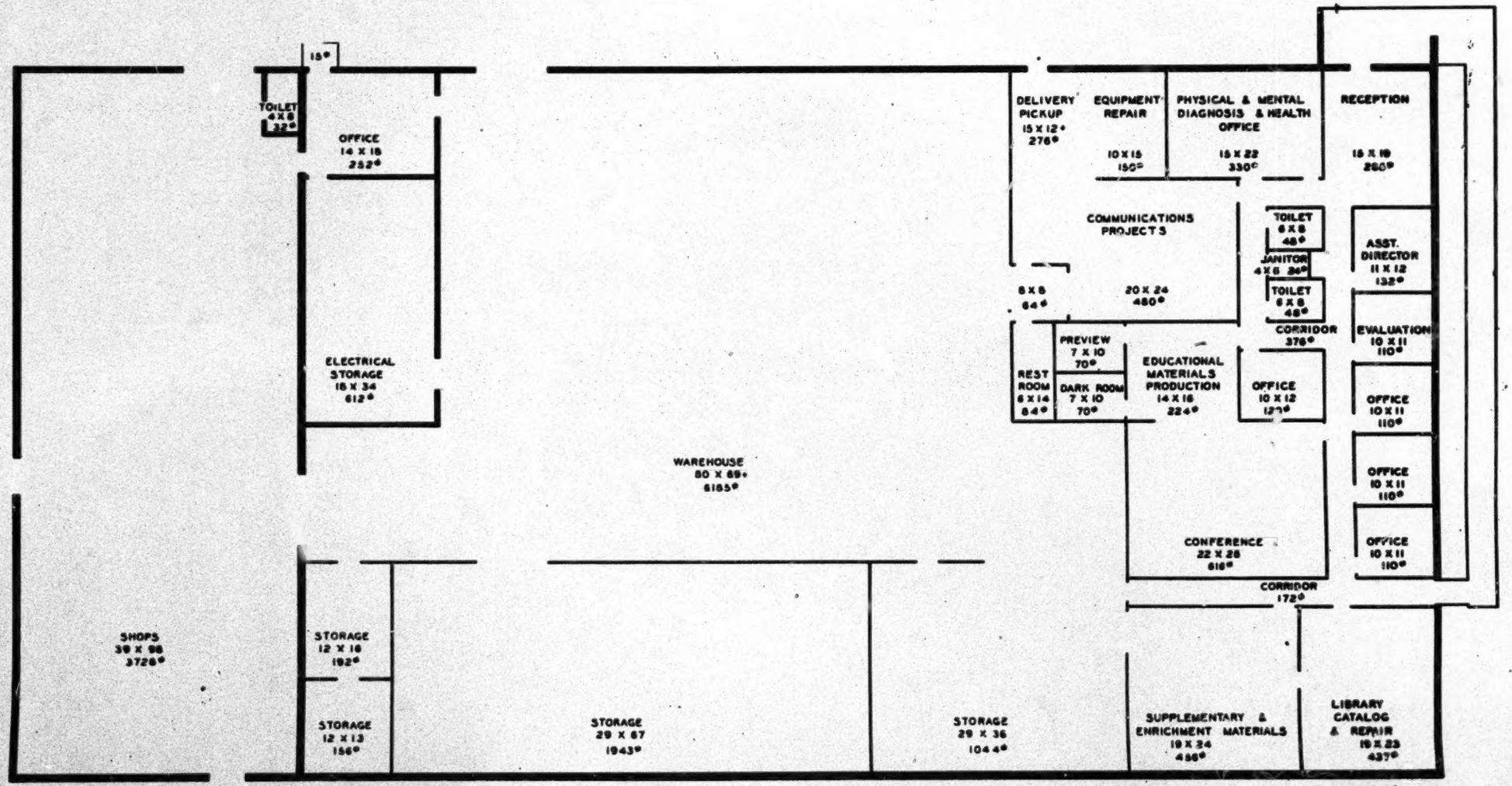
STATE OF NORTH CAROLINA
COUNTY OF WAYNE

Subscribed and sworn to before me this _____ day of _____, 1965.

_____
Notary

_____
Address of Notary

My commission expires _____.



FLOOR PLAN	WAYNE CO. BD OF ED.	WAYNE CO. DIAGNOSTIC CENTER & MAINTENENCE WAREHOUSE & SHOP	SHEET NO.
1. FL. SCALE 0 5 10	GOLDSBORO	BAIN ST. GOLDSBORO, NORTH CAROLINA	OF

BROWNING'S

CAMERAS AND SUPPLIES | P.O. Box 2065 | FILM DEVELOPING

119 Market Street | Wilmington, North Carolina | Phone 763-0159

July 6, 1966

Mr. William C. Sanderson
Director of Title III
Elementary and Secondary Education Act
P.O. Drawer 27
Goldsboro, North Carolina 27530

Dear Mr. Sanderson:

I am very interested in the travel aspect of your Title III Proposal. We are in agreement that students from rural areas of Eastern North Carolina have not traveled extensively. Furthermore, it is imperative that students be taught what is historically and culturally significant prior to their travels. If students are to realize the full benefits of travel in Eastern North Carolina they must acquire a knowledge and understanding of why society places importance upon particular places, artifacts and historical incidents.

Each group of students traveling to points of interest in Eastern North Carolina should be supplied with information describing what will be seen an its significance.

I can supply the Wayne County School System with the following filmstrips in natural color with a printed guide for the teacher for the following amount:

1. Lower Cape Fear	$6.50	Each in lots of twenty
2. New Bern (Tryon)	$6.50	Each in lots of twenty
3. Charles B. Aycock	$6.50	Each in lots of twenty
4. Bentonville Battleground	$6.50	Each in lots of twenty
5. Sea Ports of N.C.	$6.50	Each in lots of twenty

Your school system may purchase all or part of the above listed filmstrips.

Sincerely,

/s/
Edward Browning, President

EB/jc

Appendix 2

G.D. SEARLE & CO.

REFERENCE AND RESOURCE PROGRAM

1841 Broadway, New York, N.Y., 10023

July 1, 1966

Mr. W. C. Sanderson
Director, ESEA, Title III
Wayne County Public Schools
Office of the Superintendent
Goldsboro, North Carolina 27530

Dear Mr. Sanderson:

Thank you for your letter in which you requested any resources available pertaining to family planning.

Program materials are in process of revision, so at present, we can offer you only a sound/color filmstrip, "Children by Choice." This is being sent to you under separate cover, and is made available free of charge and for your permanent retention.

As soon as the revised materials become available, we will be pleased to let you know.

Sincerely yours,

/s/
(Mrs.) Elaine Cummings
For the Program

EWC:s

STUDENT SURVEY CARD

NAME _____ ADDRESS _____ SCHOOL _____
Last First Middle

DATE _____ SEX _____ AGE _____ GRADE _____

Name of Test California	Grade Form	Grade Form	Grade Form	MENTAL MATURITY	SUBJECT MATTER
ACHIEVEMENT	Grade Equiv % tile	Grade Equiv % tile	Grade Equiv % tile	OTIS ____	
1)Reading Vocabulary				Date	Date
2)Reading Comprehension				Form	Form
3)Total Reading					
4)Arithmetic Reasoning				Grade	Grade
5)Arithmetic Fundamentals				Raw Score	Age
6)Total Arithmetic					Score
7)Mechanics of English				C.A.	% Tile
8)Spelling				M.A.	national
9)Total Language					
Total Test				I.Q.	% Tile
GRADE NORM					
				% Tile	local % Tile

FAMILY DATA No. Children in Family ____

Parents or Guardians	Name	Educational Status	Occupation
Father ___ Stepfather____			
Mother ___ Stepmother____			
Guardian _____ (Relationship)			

1. Is he emotionally disturbed? Yes _____ No _____
2. Is he physically handicapped? Yes _____ No _____ How _____
3. Did he go to kindergarten? Yes _____ No _____
4. Does he eat lunch? Yes ____ No _____ In lunch room ___ brought from home _____
5. Does he need medical attention ?Yes ___ No ____ Dental Attention? Yes ____ No _____
6. Does he have parental help and interest? Yes _____ No _____
7. Is he clothed properly? Yes _____ No _____
8. In your opinion is the family income below $2,000/yr. Yes__ No__ Unknown _____

Teacher Comments

Teacher Signature _____

School	Membership October 1, 1965	Number Deprived Students	Percent Deprived Students	No. Students 1 or more yrs. below gr. level in reading Total	Percent	No. Students 1 or more yrs. below gr. level in Language Total	Percent
Barnes	175	85	48.6	47	28.6	18	10.2
Belfast	350	38	10.9	7		8	
Brogden	849	75	8.8	51	6.0	27	3.1
Carver	1655	1178	71.2	407	24.5	113	6.8
Central	818	609	73.6	332	40.5	172	21.0
Charles B. Aycock	544	99	18.2	159	29.2	96	17.6
Dudley	429	338	78.8	62	14.4	26	6.0
Eureka	195	79	40.5	25	12.8	8	4.1
Grantham	403	135	33.5	40	9.9	33	8.1
Greenwood	544	2		11		1	
Meadow Lane	1250	11	.9	3		5	
Mt. Olive	627	69	10.0	28	4.4	20	3.1
Nahunta	241	142	58.9	27	11.2	10	4.1
New Hope	1204	220	18.3	81	6.7	56	4.6
Norwayne	1157	926	80.0	347	29.9	191	16.4
Pikeville	267	33	12.4	6		6	
Rosewood	621	70	10.9	69	11.1	42	6.7
Seven Springs	253	104	41.1	34	13.4	34	13.4
Southern Wayne	917	281	30.6	171	18.6	123	13.4
Total	12499	4494		1907		989	

Appendix 5

SUMMARY TEST DATA
Grades 1 through 4
Selected at Random ESEA Title III

Grade	No. Tested	Reading		Arithmetic	
		Nat. Norms.	Local Norms	National Norm	Local Norms
1	20	1.9	1.0	1.9	1.0
2	23	2.1	1.7	2.2	2.3
3	28	3.2	2.6	3.2	2.8
4	34	4.2	2.8	4.2	3.4

Norms used:

Grade 1 - End of 1st year

Grade 2 - Beg. of 2nd year

Grade 3 - Beg. of 3rd year

Grade 4 - Beg. of 4th year

RESULTS OF A SURVEY FROM A SAMPLING OF 2500 STUDENTS (20% OF TOTAL ENROLLMENT) IN WAYNE COUNTY SCHOOLS:

School	Grades
Barnes	4th, 5th
Belfast	1st, 5th
Brogden	5th, 8th
Carver	7th, 11th, 12th
Central	4th, 8th, 12th
Charles B. Aycock	12th
Dudley	5th, 8th
Eureka	5th
Grantham	2nd, 6th
Greenwood	7th
Meadow Lane	1st
Mt. Olive	3rd, 5th
Nahunta	3rd, 4th
New Hope	4th, 6th
Norwayne	9th, 10th
Pikeville	4th, 8th
Rosewood	9th, 11th, 12th
Seven Springs	2nd, 4th
Southern Wayne	12th

Appendix 6

	Lived in Wayne Co. all life		Been to Ocean		Been to Raleigh		Been to Mountains	
SCHOOL	YES	NO	YES	NO	YES	NO	YES	NO
Barnes	32	7	7	32	30	9	3	36
Belfast	52	19	62	10	48	24	28	40
Brogden	83	87	153	19	135	36	86	85
Carver	205	98	150	150	259	36	30	270
Central	114	46	99	65	136	26	11	147
Charles B. Aycock	61	32	94		93		65	28
Dudley	65	23	21	68	50	37	4	85
Eureka	11	12	19	5	18	6	6	18
Grantham	55	21	63	14	56	20	24	49
Greenwood	2	128	124	6	103	27	66	63
Meadow Lane	30	255	175	90	128	139	85	163
Mt. Olive	88	55	118	25	93	50	47	96
Nahunta	38	10	38	9	36	11	12	35
New Hope	132	90	195	27	175	44	100	119
Norwayne	122	57	42	137	127	47	4	172
Pikeville	35	13	42	6	38	10	27	22
Rosewood	66	42	101	7	106	2	50	59
Seven Springs	40	7	29	18	28	19	21	26
Southern Wayne	106	49	156	5	161	2	106	50
	1337	1051	1688	693	1820	545	775	1563
TOTALS*	2388		2381		2365		2338	
Percentage	56%	44%	71%	29%	77%	23%	33%	67%

*Students did not answer all questions.

FARTHEST TRIP TAKEN AWAY FROM WAYNE COUNTY

Goldsboro or nowhere	21
Raleigh	92
Durham	14
Greenville	8
Kinston	16
Wilson	21
Ocean	94
New Bern	20
Rocky Mount	8
Fayetteville	8

Some have been no farther than Mount Olive, Seven Springs, Pikeville, Fremont, Pink Hill, Warsaw, Newton Grove, Snow Hill.

HAVE YOU LIVED IN WAYNE COUNTY ALL OF YOUR LIFE?	Yes	56%	No	44%
HAVE YOU TAKEN A TRIP TO THE OCEAN?	Yes	71%	No	29%
HAVE YOU BEEN TO RALEIGH?	Yes	77%	No	23%
HAVE YOU BEEN TO THE MOUNTAINS OF NORTH CAROLINA?	Yes	33%	No	67%

IF YOU HAD AN OPPORTUNITY, WHERE WOULD YOU LIKE TO VISIT OUTSIDE WAYNE COUNTY?

(Answers to this question were varied. However, the following places were significant)

Mountains of North Carolina	265
Sea Coast	327
Piedmont Section of North Carolina	188
Historical Sites	200

The individuals who participated in the planning activities included:

1. University and College Consultants:

Dr. James Batten
Professor of Education
East Carolina College
Greenville, North Carolina

Dr. Earl Beach, Dean
School of Music
East Carolina College
Greenville, North Carolina

Mr. Angelo P. Capparella
Director, Extension Division
University of North Carolina
Chapel Hill, North Carolina

Dr. James Carruth
Director, Audio-Visual Education
East Carolina College
Greenville, North Carolina

Dr. C. Horace Hamilton
Professor of Rural Sociology
North Carolina State University
Raleigh, North Carolina

Dr. Arnold Hoffman
State Music Supervisor
State Department of Public Instruction
Raleigh, North Carolina

Dr. Allan S. Hurlburt
Professor of Education
Duke University
Durham, North Carolina

Dr. Douglas R. Jones
Dean, School of Education
East Carolina College
Greenville, North Carolina

Col. Charles McKiever, Director
East Carolina College Extension Division
Goldsboro, North Carolina

Dr. H.B. Monroe, President
Wayne Technical Institute
Goldsboro, North Carolina

Dr. Clinton Prewett
Director, Department of Psychology
East Carolina College
Greenville, North Carolina

Mr. James B.L. Rush
Director, Department of Planning
North Carolina School of The Arts
Winston-Salem, North Carolina

Dr. W.F. Stumpf
Professor of Education
Duke University
Durham, North Carolina

Dr. Phillip C. Winstead
Duke University
Durham, North Carolina

2. Elementary and Secondary Education Act Advisory Committees:

Cultural Committee

Mr. Miles Kelly

Mrs. D.J. Rose
Goldsboro Community Arts Council
Goldsboro, North Carolina

Mr. F.L. Larkin, Principal
Barnes Elementary School
Route 5
Goldsboro, North Carolina

Miss Joyce Thigpen
Music Supervisor
Wayne County Public Schools
Goldsboro, North Carolina

Educational Committee

Mr. Raymond Carson, Dean
Mount Olive College
Mount Olive, North Carolina

Mr. R.K. Swinson, Principal
Seven Springs Elementary School
Seven Springs, North Carolina

Mr. Eugene Morris, Principal
Grantham Elementary School
Route 1
Goldsboro, North Carolina

Mr. Daniel Williams, Teacher
Carver High School
Mount Olive, North Carolina

Mr. Calvin Stevens, Teacher
Carver High School
Mount Olive, North Carolina

Recreational Committee

Mr. J.H. Carney, Principal
Norwayne School
Route 2
Fremont, North Carolina

Mr. W.A. Foster, Principal
East End School
Goldsboro, North Carolina

Mr. Gene Causby, Principal
Goldsboro Junior High School
Goldsboro, North Carolina

Mr. David Weil, Chairman
Board of Directors
Goldsboro Recreation and Parks Commission
Goldsboro, North Carolina

Mr. Earl Davenport
Assistant Superintendent
Goldsboro City Schools
Goldsboro, North Carolina

3. Special assistants for development of services.

Miss Susan Borden
Librarian
Wayne County Public Library
Goldsboro, North Carolina

Mrs. J.B. Chase
Member, North Carolina
House of Representatives
Raleigh, North Carolina

Mr. Arnold Edgerton, Chairman
Board of Directors
Wayne County Public Library
Goldsboro, North Carolina

Mr. Hank Flynn
Architect
Goldsboro, North Carolina

Mr. Max Fuller
Travel Coordinator
Southern Greyhound Lines
Raleigh, North Carolina

Mr. W.S. Gibson
Extension Service Committee
Wayne County Public Library
Goldsboro, North Carolina

Mrs. McKinley Griffin
Extension Service Committee
Wayne County Public Library
Seven Springs, North Carolina

Dr. Carl Hammer
Director of Public Health
Wayne County Health Department
Goldsboro, North Carolina

Mr. Charles Hooks
Extension Service Committee
Wayne County Public Library
Fremont, North Carolina

Mr. Richard Hunder, President
Goldsboro Community Arts Council
Goldsboro, North Carolina

Mrs. Dorothy Lemley, Psychologist
Wayne County Mental Health Clinic
Goldsboro, North Carolina

Mr. Milton Perry, Director
Goldsboro Planning and Recreation Dept.
Goldsboro, North Carolina

Mrs. D.J. Rose
Goldsboro Community Arts Council
Goldsboro, North Carolina

Mrs. H.J. Skipper
Librarian
Mount Olive Public Library
Mount Olive, North Carolina

Mr. Wiley Smith, Executive Director
FHA Housing Units
Goldsboro, North Carolina

Mr. H.G. Thompson
O'Berry Training Center
Goldsboro, North Carolina

Mr. Hugh Turlington, Chairman
Citizen's Library Committee
Fremont, North Carolina

Mrs. John Walker
Extension Service Committee
Wayne County Public Library
Mount Olive, North Carolina

Mr. David Weil
Chairman of Board
Goldsboro Recreation and Parks
Commission
Goldsboro, North Carolina

Mr. Hunter Wells
Director, Goldsboro Recreation
and Parks Commission
Goldsboro, North Carolina

Mr. Durwood Wiggins, President
Wayne Historical Society
Goldsboro, North Carolina

Mr. J.S. Wilkes
Atlantic Coast Line Railway
Jacksonville, Florida

4. Personnel involved in planning from local educational agencies.

Wayne County Administrative Unit

Mr. A.R. Anderson
Elementary Supervisor
Wayne County Board of Education
Goldsboro, North Carolina

Mr. A. Worth Aycock, Member
Wayne County Board of Education
Goldsboro, North Carolina

Mr. Leroy Borden
Guidance Supervisor
Wayne County Board of Education
Goldsboro, North Carolina

Mr. J.H. Carney
Principal, Norwayne School
Route 2
Fremont, North Carolina

Mr. W.A. Foster
Principal, East End School
Goldsboro, North Carolina

Mrs. V.H. Green
Elementary Supervisor
Wayne County Board of Education
Goldsboro, North Carolina

Mrs. Mozelle R. Gurley
Director of Elementary Education
Wayne County Board of Education
Goldsboro, North Carolina

Mr. G.C. Hawley
Principal, Carver School
Mount Olive, North Carolina

Mr. Mark H. Herring, Jr.
Director, Title I, ESEA
Wayne County Board of Education
Goldsboro, North Carolina

Dr. Gerald D. James
Superintendent
Wayne County Board of Education
Goldsboro, North Carolina

Mr. R.D. Jones
Principal, Charles B. Aycock School
Pikeville, North Carolina

Mr. Douglas R. Joyner
Audiovisual Director
Wayne County Board of Education
Goldsboro, North Carolina

Mr. J.S. King
Principal, New Hope School
Route 4
Goldsboro, North Carolina

Mr. F.L. Larkin
Principal, Barnes School, Route 5
Goldsboro, North Carolina

Miss Irene Lewis
Director of Guidance
Wayne County Board of Education

Mr. Newman Lewis
Principal, Nahunta School
Route 2
Pikeville, North Carolina

Mr. William Lewis
Principal, Eureka School
Eureka, North Carolina

Mrs. Alice G. Loftin
Library Supervisor
Wayne County Board of Education
Goldsboro, North Carolina

Mr. William Reinhardt
Principal, Central School
Route 4
Goldsboro, North Carolina

Mr. Lacy Rogers
Assistant Superintendent
Wayne County Board of Education
Goldsboro, North Carolina

Mr. Calvin Stevens
Teacher, Carver School
Mount Olive, North Carolina

Mr. R.K. Swinson
Principal, Seven Springs School
Seven Springs, North Carolina

Miss Joyce Thigpen
Music Supervisor
Wayne County Board of Education
Goldsboro, North Carolina

Mr. Daniel Williams
Teacher, Carver School
Mount Olive, North Carolina

Mr. Charles H. Yelverton
Principal, Southern Wayne School
Dudley, North Carolina

Goldsboro City School Administrative Unit

Mr. Gene Causby
Principal, Goldsboro Junior High School
Goldsboro, North Carolina

Mr. Earl Davenport
Assistant Superintendent
Goldsboro City Schools
Goldsboro, North Carolina

Mr. Jerry Paschal
Assistant Superintendent
Goldsboro City Schools
Goldsboro, North Carolina

Dr. N.H. Shope
Superintendent
Goldsboro City Schools
Goldsboro, North Carolina

Fremont City School Administrative Unit

Mr. Darrin Flowers
Superintendent
Fremont City Schools
Fremont, North Carolina

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Advisory Council

Barnes Elementary School Route 5 Goldsboro, North Carolina	Bernice Richardson
Carver School Mount Olive North Carolina	Benjamin F. Clark Sherman Miles
Central School Route 4 Goldsboro, North Carolina	Minnie Warren
Eureka Elementary School Eureka North Carolina	Mollie Kirby
Dudley Elementary School Dudley North Carolina	Shirley Sims
Grantham Elementary School Route 1 Goldsboro, North Carolina	Mary L. Flowers
Nahunta Elementary School Route 2 Pikeville, North Carolina	Tempie Jones
Norwayne School Route 2 Fremont, North Carolina	Anne Jones Viola Gregory
Seven Springs Elementary Schbol Route 2 Seven Springs, North Carolina	Betty Uzzell
Southern Wayne High School Route 1 Dudley, North Carolina	Emma Gardner Kathleen Dail
School Food Service Supervisor	Ovelia Drew

Appendix 11

GOLDSBORO CITY SCHOOLS

P.O. Box 1797

Goldsboro, North Carolina 27530

July 21, 1966

Mr. W.C. Sanderson
Director Title III
Drawer 27
Goldsboro, North Carolina

Dear Mr. Sanderson:

The Goldsboro City Schools are eager to participate in the proposed Title III operational grant. The services proposed in this program are supplementary services and are not in existence because of budgetary limitations.

We look forward to cooperating with this educational venture.

Sincerely,

/s/ Jerry D. Paschal

JDP/bj

WAYNE TECHNICAL INSTITUTE

Goldsboro, North Carolina

July 20, 1966

Mr. William C. Sanderson, Director
Title #3
Elementary and Secondary Education Act
Goldsboro, North Carolina

Dear Mr. Sanderson:

This is to certify that Wayne Technical Institute, Goldsboro, North Carolina, will provide cooperative assistance for your proposed project, by providing personnel for lecture series on specified occasions.

Signed this twentieth day of July, nineteen hundred-sixty six.

Sincerely,

/s/
H.J. Archer
Dean

FREMONT CITY SCHOOLS

L.W. Godwin, Superintendent

Fremont, North Carolina

July 21, 1966

W.C. Sanderson, Director
ESEA, Title III
Wayne County Schools
Goldsboro, North Carolina

Dear Mr. Sanderson:

Realizing that the programs offered under Title III, ESEA are supplementary to the basic program now offered, the Fremont City Unit gives its entire support to this proposed program. With these services the economically deprived children of the entire area will be greatly benefited.

Sincerely Yours,

/s/
W.B. Flowers

Appendix 14

EAST CAROLINA COLLEGE

Greenville, North Carolina

July 25, 1966

Mr. W. C. Sanderson
Assistant Superintendent
Wayne County Schools
Goldsboro, North Carolina

Dear Mr. Sanderson:

In reply to your request for consultant services during the next year, it is my pleasure to inform you that the following consultants are available for the academic year 1966-67.

Dr. Mary Lois Staton, Ph.D., University of North Carolina, public school teaching, college teaching, specialization advanced language arts.

Dr. Ruth Nixon, Ph.D., University of California, public school teaching, college teaching, specialization early childhood education and advanced language arts.

Dr. Keith Holmes, Ph.D., Cornell University, public school teaching administrator, college teaching, specialization advanced language arts.

Mrs. Elsie Eagan, public school teaching, college teaching, specialization language arts.

According to our agreement, please try to schedule the in-service program so that the work load will be distributed evenly during the school year.

We appreciate the privilege of helping with your project.

Sincerely,

/s/
Douglas R. Jones, Dean
School of Education

DRJ:jm

HOUSING AUTHORITY CITY OF GOLDSBORO, N.C.

P.O. Box 1403

Goldsboro, North Carolina

July 20, 1966

Mr. W.C. Sanderson
Director, Title III, ESEA
Drawer 27
Goldsboro, N.C.

Dear Mr. Sanderson:

We are aware of the additional services anticipated for the Housing Authority of the City of Goldsboro, N.C. under Title III, Elementary and Secondary Educational Act of 1965. These services consisting of Story Hours, Film Strips, Recordings and 16mm Movies will be supplementary to any services now available to personnel living in this housing authority's low-rent housing projects.

Space is available in the following places, Fairview Homes, Lincoln Homes, Woodcrest Terrace and Elmwood Terrace for the presentation of these services provided they do not conflict with our already existing programs in these spaces.

Sincerely yours,

/s/
W. A. Smith,
Executive Director

EASTERN CAROLINA REGIONAL HOUSING AUTHORITY

Goldsboro, N.C. 27530
June 8, 1966

Mr. W. C. Sanderson, Director
Title III Elementary and Secondary
Education Act
Wayne County Board of Education
Goldsboro, North Carolina 27530

Dear Mr. Sanderson:

We are aware of the proposal being planned by the Wayne County Board of Education financed by Title III of the Elementary and Secondary Education Act. We feel that this Authority has ample facilities and with the services that can be made available through films, film strips, records and personnel, we can render valuable services to the pre-school and primary aged children of the Seymour Johnson Homes and Brookside Manor Projects.

No such services are presently available or are anticipated in the future, therefore we feel that this program will work to a definite advantage to the children of Seymour Johnson Homes and Brookside Manor by providing enriching educational services.

We are looking forward to the implementation of this program in the future.

Very truly yours,

/s/
A. P. Winfrey, Jr.
Executive Director

apw jr:mm

GOLDSBORO RECREATION AND PARKS DEPARTMENT

P.O. Box 1656 Dial 734-2105

Goldsboro, North Carolina 27530

July 8, 1966

Mr. William C. Sanderson
Director of Title III
Elementary and Secondary Education Act
Drawer 27
Goldsboro, North Carolina

Dear Mr. Sanderson:

May I as director for the Goldsboro Recreation & Parks Commission congratulate you for the fine plan which is being submitted under Title III of the Elementary and Secondary Education Act. As you know myself and other members of the Goldsboro Recreation and Parks Commission have served on the committee that was resonsible for this plan.

The Recreation & Parks Commission is very pleased with the choice of areas in our County chosen for this program because we realized these citizens were in dire need of a program of this type; yet, we were unable to provide them with this assistance under our present organizational and financial set up. May I re-emphasize as was discussed in committee meetings the necessity for the most imaginative leadership available to carry out this plan which our citizens have formed.

Please call on us as needed toward the progress of this program.

Sincerely,

/s/
Hunter Wells, Director
Recreation & Parks

HW/lp

Appendix 18

WAYNE COUNTY PUBLIC LIBRARY, INC.

Susan Borden

Librarian

Goldsboro, North Carolina

July 19, 1966

Mr. W.C. Sanderson
Goldsboro, N.C.

Dear Mr. Sanderson,

The Board of Trustees of the Wayne County Public Library, Inc. received the report of the Extension Service Committee after its conference with you relative to the programs of Title Three of the Elementary and Secondary Education Act of 1965.

The Trustees by unanimous action approved of the complete cooperation of the library facilities and staff in projecting this program to all the people of Wayne County. This program will implement and complement the present library services which are limited by personnel and resources at our disposal.

Yours very truly,

/s/
Arnold B. Edgerton
Chairman, Board of Trustees

AGRICULTURAL EXTENSION SERVICE

COUNTY EXTENSION OFFICE

Goldsboro, North Carolina 27530
P.O. Box 68
July 19, 1966

Mr. William C. Sanderson, Director
Title III
Elementary and Secondary Educational
Act of 1965
Drawer 27
Goldsboro, N.C. 27530

Dear Mr. Sanderson:

The program that you outlined sounds extremely well designed for areas in our county. This work with the children is not conflicting with any of our existing programs. In fact, as they leave or outgrow this program, it seems to me that the Extension Service 4-H Club program could build on the foundations that these children will receive.

We would also appreciate the opportunity to work with you and the other agencies on an educational program with the parents. I feel that we could make a real contribution with the Home Economics program as well as the general Extension program.

As this program advances we will be expecting to hear from you.

Sincerely yours,

/s/
G. Mark Goforth, Jr.
County Extension Chairman

GMG:kc

WAYNE COUNTY

DEPARTMENT OF HEALTH

Goldsboro, North Carolina 27530

July 13, 1966

Mr. William C. Sanderson, Director
Title III, E.S.E.A.
Drawer 27
Goldsboro, North Carolina

Dear Mr. Sanderson:

In confirmation of our telephone conve sation this morning, I am writing to say that the Wayne County Health Department will cooperate in any way we can in the adult education under Title III, E.S.E.A. which you outlined.

My preliminary thinking suggests education in planned parenthood, public health, particularly in the areas of disease prevention and sanitation, as well as any other areas in which the group might be interested, nutrition, and some aspects of home economics, i.e., food budgeting.

I believe strongly in working with people starting with the things they are interested in and advancing as possible to what we think they should be concerned ab ut.

Sincerely,

/s/
Carl W. Hammer, M.D.
Director of Public Health
Wayne County Health Department

mg

Appendix 21

THE AMERICAN NATIONAL RED CROSS

Southeastern Area
1955 Monroe Drive, N.E.
Atlanta, Georgia 30324

June 13, 1966

Mr. W.C. Sanderson
Director, Title III, ESEA
Wayne County Public Schools
Office of Superintendent
Goldsboro, North Carolina

Dear Mr. Sanderson:

Tom Salter has asked me to reply for him to your letter of June 1 requesting information about the International School Art Program of the American National Red Cross.

The attached brochure covers well most of the details of program participation. Each year a portion of the very best art submitted is selected to be kept in this country for one year before being shipped overseas so that it may be used in exhibits to stimulate further participation in the program. In our ten state Southeastern Area we have five such exhibits which are available upon request, usually for periods of two weeks. These exhibits are cost free with the exception of shipping charges, which we expect our local chapters to pick up. Each exhibit is comprised of approximately 30 pictures, of which 20 are by American young people and 10 are foreign. We also have, as an adjunct to this program, a film strip and record entitled "Response to Life." These are available on a loan basis and sometimes on a permanent basis. I am sending you a film strip and record which you may keep.

I am also sending under separate cover materials which describe other Red Cross Youth programs, some of which have the characteristic of international cultural exchange. I am sending a copy of this letter to Mrs. Moore of the Wayne County Chapter, American Red Cross. Please feel free to call on both Mrs. Moore and myself if we can be of any further help to you.

Sincerely,

/s/
William A. Schaeffler
Regional Director
Red Cross Youth

cc - Mr. Thompson Salter

Mrs. W. Merrette Moore
Wayne County Chapter, N.C.

Appendix 22

THE LEARNING INSTITUTE OF NORTH CAROLINA

Quail Roost Conference Center Rougemont, North Carolina 27572

Telephone: Durham 919-477-7395

July 1, 1966

Mr. W. C. Sanderson
Director
Title III, ESEA
Wayne County Public Schools
Goldsboro, North Carolina 27530

Dear Mr. Sanderson:

Thank you very much for your letter of June 30. We would be much interested in seeing a copy of your Title III proposal. We agree that once the Regional Education Laboratory is under way, there will no doubt be a close association between activities funded under Title III and cooperative arrangements which will develop with the REL.

I am pleased to send you a copy of the prospectus of the Regional Education Laboratory. As of this date, we are in the midst of development activities which probably will not emerge into an operational program until December.

With all good wishes,

Yours cordially,

/s/
Ralph McCallister
Operations Director

RM/nlh

Appendix 23

COUNTY OF WAYNE

State of North Carolina
Goldsboro

July 22, 1966

WAGES

Mr. W. C. Sanderson
Director, Title III, ESEA
P.O. Drawer 27
Goldsboro, North Carolina

Dear Mr. Sanderson:

I am aware of the project proposal between the U.S. Office of Education and the University of North Carolina utilizing the Auto-Instructional Materials Program (AIM) for HEAD START children.

This letter serves as a letter of intent to cooperate with the Wayne County Administrative Unit Title III Proposal, which includes the HEAD START Program of the Wayne Action Group (WAGES). It is my understanding that three hundred students in the HEAD START program will be involved with one hundred participants receiving the Auto-Instructional Materials Kit at One Hundred Seventy-Five Dollars each.

Be assured that if this proposal is funded by the U.S. Office of Education, we shall provide the teachers and students to implement the program into the existing HEAD START porgram.

Sincerely,

/s/
Bryan Sutton
Director WAGES

/s/
Jesse W. Massengill
President WAGES

/s/
C. Vernon Bryan
Director HEAD START

Appendix 24

Carver School
Mount Olive, North Carolina
July 12, 1966

Mr. W.C. Sanderson
Director, Title III
The Elementary and Secondary Education Act
P.O. Drawer 27
Goldsboro, North Carolina

Dear Mr. Sanderson:

Your proposal to be financed from funds derived from Title III of The Elementary and Secondary Education Act of 1965 seems to have much merit. It appears to have great potentials for providing needed incentives for motivating teachers and students toward a more invigorated and progressive educational process. With the rapid advancement which is being made in education it is imperative that we furnish leadership and stimulation which will aid students in preparing themselves to the extent that they will be able to make significant contributions as well as the necessary adjustment in an attempt to cope with the present and future situations of the world.

Students of today seem more responsive to modern methods of teaching than to old and decadent means of instruction from textbooks. We are definitely of the opinion that more emphasis should be placed on audio-visual media, team teaching, ungraded programs of instruction, educational travel and performances in the fine arts.

It is felt that such programs might well be correlated and integrated into the curriculum of the school by showing the relationship between various aspects of the programs of study by giving valuable insight into the present and past.

It is further believed that such a proposal if translated into reality will enhance the educational process, enrich the program, provide much variety and will challenge as well as a source of inspiration and provide more permanent knowledge for students and teachers.

Sincerely,

Elementary Teachers, Carver School

/s/
Mrs. Audrey S. Baggett
Representative

h/

PROPOSED PROJECT REPORT

The sixth, seventh, and eighth grade teachers at Greenwood Junior High School met on Monday and Tuesday afternoons to discuss plans for our participation in a project to be financed by Title III of The Elementary and Secondary Education Act. We feel that we need to improve our program in art, music, and history as well as the other subjects. We feel that our students are culturally deprived.

Although most of the students in our school are service connected and have traveled great distances, we feel that they sometimes have reached their destinations and failed to avail themselves of the opportunities to really learn something about the areas. We are interested in travel for our seventh grade. These children dislike North Carolina history and geography for the most part and often degrade our State, simply because they come to this area and remain on the base. They judge all of North Carolina by what they see in the immediate vicinity. We would like to visit such places as Tryon Palace, Cherokee, Bentonville, Manteo, and Raleigh. The three outdoor pageants, "The Lost Colony", "Unto These Hills", and "Horn in the West" would be very educational. The places studied in North Carolina history and geography have little meaning to these children unless they can see some of them.

We feel that our students are music hungry and that we are missing a wonderful opportunity to cultivate a love for and a knowledge of our early American music. Many students are not exposed to good music because of lack of interest or because parents lack money for children to study privately. Here the public schools should make a tremendous contribution toward developing the whole child.

Appendix 26

We feel that our students would benefit greatly from a study of the instruments and sections of an orchestra, composers, and various kinds of music followed by a concert by our own North Carolina Symphony Orchestra. Artists from our School of Fine Arts would impress these children. After a classroom study of the things listed above the children would listen more knowledgeably and have a broader interest in all kinds of music.

A trip to the North Carolina Museum of Art would culminate in greater art appreciation if preceded by a study of some great painters and their works. This study could be correlated with reading.

Since Sputnik was sent up we have had a great interest and emphasis in science. This is as it should be. However, we should not sacrifice the cultural aspects of a child's education. The more things a child can be taught to enjoy the richer and more meaningful life can become.

We feel that our students and parents at Greenwood would be very receptive to this project for enrichment in art, music, and history. We feel that some exploring time for teachers would be very necessary since we need to review and be brought up-to-date in these areas. In-service training, especially in music and art appreciation, would be necessary if we are to be prepared to direct these projects.

Sixth, Seventh, and Eighth Grade Teachers
Greenwood Junior High School

SEVEN SPRINGS ELEMENTARY SCHOOL

Place of Birth		
Duplin County North Carolina	East Carolina College Greenville, North Carolina	Brogden High School Dudley, North Carolina
Wayne County North Carolina	East Carolina College Greenville, North Carolina	Mount Olive School Mount Olive, North Carolina
Wayne County North Carolina	Atlantic Christian College Wilson, North Carolina	
Wilson North Carolina	East Carolina College Greenville, North Carolina	
Wilmington North Carolina	East Carolina College Greenville, North Carolina	
Lenoir County North Carolina	University of North Carolina Greensboro, North Carolina	Moss Hill Elementary School Route 4, Kinston, N.C.
Duplin County North Carolina	East Carolina College Greenville, North Carolina	LaGrange School LaGrange, North Carolina
Lenoir County North Carolina	Atlantic Christian College Wilson, North Carolina	Moss Hill Elementary School Route 4, Kinston, N.C.
Beaufort County North Carolina	East Carolina College Greenville, North Carolina	Maury Elementary School Maury, North Carolina
Greene County North Carolina	East Carolina College Greenville, North Carolina	Duplin, Lenoir, Harnett, Sampson, and Beaufort County Schools - North Carolina
Wayne County North Carolina	East Carolina College Greenville, North Carolina	Pink Hill, Moss Hill, Grady, Erwin Schools - North Carolina

NORTH CAROLINA

Statute Miles

0 10 20 30 40 50

State Capitals — Trunk Line Railroads
County Seats — Other Railroads

Place of Birth
College Degree Earned
School taught in Previously

Wilmington
Greensboro
Winston-Salem
High Point
Durham
Raleigh
Fayetteville
Charlotte
Asheville
Rocky Mount
New Bern
Elizabeth City
Salisbury
Statesville
Concord
Rock Hill
Lancaster
Great Falls
Cheraw
Bennettsville
Laurinburg
Rockingham
Danville
Martinsville
South Boston
Suffolk
Franklin
Tarboro
Washington
Kinston
Goldsboro
Wilson
Roanoke Rapids
Henderson
Oxford
Louisburg
Warrenton
Scotland Neck
Edenton
Albemarle Sound
Pamlico Sound
Atlantic Ocean
Long Bay
Lake Waccamaw
Myrtle Beach
Southport
Shallotte
Supply
Bolivia
Brunswick
Columbus
Whiteville
Elizabethtown
Clinton
Jacksonville
Swansboro
Morehead City
Beaufort
Cape Lookout
Ocracoke
Hatteras
Cape Fear
New Inlet
Wrightsville Beach
Carolina Beach
Kure Beach
Fort Fisher
Oak Island
Calabash
Sunset Beach
Ocean Isle Beach
Tennessee
Virginia
South Carolina
Knoxville
Newport
Greeneville
Erwin
Morristown
Asheville
Hendersonville
Brevard
Waynesville
Sylva
Bryson City
Murphy
Andrews
Robbinsville
Franklin
Highlands
Cashiers
Lake Lure
Rutherfordton
Spindale
Forest City
Marion
Old Fort
Black Mountain
Swannanoa
Weaverville
Barnardsville
Burnsville
Spruce Pine
Newland
Linville
Boone
Blowing Rock
Banner Elk
Elk Park
Roan Mountain
Mountain City
Johnson City
Jonesborough
Kingsport
Bristol
Abingdon
Damascus
Hungry Mother State Park
Grandfather Mountain
Linville Falls
Linville Gorge
Table Rock
Hawksbill
Pilot Mountain
Mount Mitchell
Roan Mountain
Great Smoky Mountains National Park
Cherokee Indian Reservation
Qualla Boundary
Nantahala National Forest
Pisgah National Forest
Uwharrie National Forest
Croatan National Forest
Dismal Swamp
Great Dismal Swamp
Lake Mattamuskeet
Pocosin Lakes National Wildlife Refuge
Alligator River National Wildlife Refuge
Currituck Sound
Roanoke Island
Outer Banks
Cape Hatteras National Seashore
Cape Lookout National Seashore
Fort Raleigh National Historic Site
Wright Brothers National Memorial
Moores Creek National Battlefield
Guilford Courthouse National Military Park
Kings Mountain National Military Park
Carl Sandburg Home National Historic Site
Blue Ridge Parkway
Appalachian Trail
Natural Bridge
Natural Tunnel
Cumberland Gap
Cumberland Gap National Historical Park
Pinnacle
Mount Airy
Pilot Mountain State Park
Hanging Rock State Park
Morrow Mountain State Park
Crowders Mountain State Park
South Mountains State Park
Chimney Rock State Park
Lake Lure
Lake Norman
Lake Wylie
Lake Wateree
Lake Marion
Lake Moultrie
Santee Dam
Santee River
Pee Dee River
Lumber River
Waccamaw River
Cape Fear River
Neuse River
Tar River
Roanoke River
Chowan River
Yadkin River
Catawba River
Broad River
French Broad River
Nolichucky River
Watauga River
New River
Little River
Big Pee Dee River
Lynches River
Black River
Northeast Cape Fear River
Haw River
Deep River
Uwharrie River
Rocky River
Eno River
Flat River
Little River
Neuse River
Contentnea Creek
Trent River
Pamlico River
Pungo River
Alligator River
Scuppernong River
Albemarle Sound
Currituck Sound
Roanoke Island
Outer Banks
Cape Hatteras
Cape Lookout
Ocracoke Island
Bodie Island
Pea Island
Hatteras Island
Core Sound
Pamlico Sound
Neuse River
Bay River
Adams Creek
Core Creek
Bogue Sound
Bogue Banks
Topsail Island
Onslow Bay
Long Bay
Lake Waccamaw
Lake Phelps
Lake Mattamuskeet
Pocosin Lakes
Alligator River
Currituck Sound
Roanoke Island
Outer Banks
Cape Hatteras
Cape Lookout
Ocracoke Island
Bodie Island
Pea Island
Hatteras Island
Core Sound
Pamlico Sound
Neuse River
Bay River
Adams Creek
Core Creek
Bogue Sound
Bogue Banks
Topsail Island
Onslow Bay
Long Bay
Lake Waccamaw
Lake Phelps
Lake Mattamuskeet
Pocosin Lakes

STATE OF NORTH CAROLINA

Superintendent of Public Instruction February 6, 1964

Raleigh

Mr. A.J. Fletcher, President
National Opera Company
2619 Western Boulevard
Raleigh, North Carolina

Dear Mr. Fletcher:

In assessing anew the agencies and institutions that collaborate continuously and productively with us in helping to bring into the lives of North Carolina school children something of an enduring, cultural value that is not provided within our normal educational routine and pattern, I am pleased again to observe the programs and contributions of National Opera Company.

According to information supplied to me by an associate, I see that in a recent four-months period your Company gave eighty-six school performances. I note further that in the past ten years the Company has performed before 600,000 students, giving a glimpse of culture to our children in the remote regions as well as in the cities.

Impressed though I am with the number of performances and persons in attendance I am far more impressed with the fact that you have been instrumental in helping to bring to our pupils and teachers that which they can understand and enjoy. Obviously, much of this understanding and enjoyment arises from the fact that your talented performers have presented the operas in English. Too, the success of the venture over the years is attributable to a marked degree to the manner in which our teachers, working closely with you and associates, have prepared the pupils for the performances.

For all that you and your associates have contributed to the cultural enjoyment and development of our pupils and their teachers, I express genuine appreciation. It is our fervent hope that by continuing to work together in this unique enterprise both you and we shall be instrumental in achieving even greater successes in the years ahead.

Sincerely yours,

/s/
Chas. F. Carroll
State Superintendent of Public Instruction

CFC/jt

Appendix 29

STATE OF NORTH CAROLINA

GOVERNOR'S OFFICE
Raleigh

April 6, 1966

Mr. A.J. Fletcher
The National Opera Company
c/o WRAL TV
Post Office Box 9583
Raleigh, North Carolina

Dear Mr. Fletcher:

Tuesday, April 12, marks the eighteenth anniversary of the Grass Roots Opera movement in America of which you have been the principal guiding spirit since its beginning. I believe that your Opera Company has toured thirty-five states and has given over fourteen hundred performances. I am informed that there are approximately 180 of your former pupils now performing in the leading Opera houses in the world. The contribution which you have made to the world of music and to the cultural life of North Carolinians has been so profound that I could not let this anniversary pass without a note of congratulations and commendation to you and to all of those who have worked with you through the years.

It is with the greatest respect that I tender these sentiments and I shall hope that you will continue to be sustained by the confident belief that you have greatly enriched the lives of many thousands by your dedication to this project.

With warmest regards and best wishes, I am

Sincerely,

/s/
Dan Moore

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